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# EVERYDAY LIVING FOR GIRLS



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# EVERYDAY LIVING FOR GIRLS

A TEXTBOOK IN PERSONAL REGIMEN

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## PREFACE

The purpose of this book is to develop standards of living and appreciations of the value of personal and social development in the high school girl. It should give her some knowledge of the world about her, leading to breadth of vision and a wish to make the most intelligent use of experiences. It should also help her to adjust herself to her environment and make her ambitious to improve herself. It should supplement home training and emphasize the wholesomeness and beauty of family relationship, the strength and security of family ties.

Economic and social changes in the world of today seem to demand that the schools assume more and more responsibility for the personal and social training of youth. It is hoped that every girl will appreciate the opportunity to make an intensive study of these subjects.

The sequence of chapter topics need not necessarily be followed in presenting the units. That as well as the time given to each unit may be left to the discretion of the teacher. However, since all girls have a keen interest in manners and dress this material is usually presented first. A skillful teacher ought to be able to make all of the units equally interesting. The girl should never be allowed to feel that the only object of personal regimen is to make her prettier or more charming, but rather to make her a more desirable member of society and to help her bring out that which is best in her own character and personality. The study should stimulate fine ideals of American girlhood and help the girl to distinguish the good, worthwhile, and genuine from the tawdry.

The content of the book is the result of the classroom experiences of the authors. The success and interest shown in its teaching over a period of years have proved its value as educa-

tional material. From time to time good speakers, expert in their subject along related lines, may be asked to address the class. This will add greatly to interest and enthusiasm. The school faculty is often a helpful source from which to draw such speakers.

In addition to the subject matter found in the text use should also be made of written and oral reports, class discussions, debates, and demonstrations of the acquired knowledge. At the close of each unit lists of selected references are given. These should be used as library conditions will allow and should be supplemented continually by new material as it comes from the press. Since personal regimen covers so large a field many sources of material must be used. Clippings from newspapers and current magazines enrich reference material and make it possible for the student to add valuable contributions to classroom files. Tests should be given at intervals.

The course was originally planned for the high school senior, but has been successfully adapted to other high school groups. However, its value seems most apparent when it is given to juniors and seniors. Those who withdraw early may profit by such a course just before they leave school, at a time when they are about to make adjustments to a changed environment.

There is a growing interest in personal regimen for boys and while this book was written for girls, it can be adapted to boys' needs. It might even be used in mixed classes if the teacher selects subject matter wisely. Boys as well as girls need to know how to meet their daily problems successfully, and much of the content of the book is just as valuable to one as to the other. It hardly seems fair to give to our girls alone intensive training in the development of personality when the needs of boys are just as great. Better balanced social life should be the result of equal opportunity to study personal problems. The present members of the family circle are the future founders of the home, and it seems reasonable that the vision of all young people should be widened as to their present opportunities and their future responsibilities.

Possibly in some of its phases personal regimen for boys should be taught by a man rather than a woman, in order to secure the needed masculine viewpoint. But whoever teaches it should be able to convince his pupils that the objective is the development of well-mannered young men of sterling character.

The authors of the book wish to take this opportunity to express their gratitude to all those friends who have so generously given their help to its preparation. The extent of the field covered has brought them in touch with people interested in many different phases of the work. These contacts have brought personal pleasure to the writers and have enriched the content of the book. The criticism and encouragement received from these friends is greatly appreciated.

—ADELAIDE LAURA VAN DUZER,  
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Courtesy The Cleveland Museum of Art

**This book is dedicated to youth which is free and unafraid in spirit, in the realization that greatest freedom comes through knowledge.**



## *Unit One*

### APPEARING TO ADVANTAGE

But if you are lazy, careless, and indifferent whether you please or not, depend upon it you will never please.

—Lord Chesterfield's Letters to His Son.

**The wish to please.** That most young people are eager to please and, through pleasing, to gain popularity can readily be seen by reading some of the letters written to newspapers and magazines asking for information and help toward this end. These letters show that there are many who are very uncertain as to what to do and when to do it, and have a sincere wish to know the best means of self-improvement.

Popularity, however, cannot be attained through correspondence. It is the outgrowth of one's social contacts and the result of personal development. Each of us has a distinct personality. It may be weak or strong, agreeable or disagreeable, attractive or repellent, but, fortunately, it can be changed and improved by our own efforts.

We cannot all be beautiful, nor all clever, but we can all learn to look and behave acceptably. This is easier for some than for others, to be sure. The child who is to the manner born imitates those with whom he associates from birth, and finds it much easier to live with others and to be lived with where these conventions are in force than does the one who meets these special restrictions and conventions for the first time within the four walls of the schoolroom.

Pupils born abroad have experienced usages which differ from ours. They, too, will be using this book and will find that their customs, though different, are just as right as ours.

The same thing is true with those moving from city to country and from one section of the country to another. They

will find that conventions differ in different places. Deviation from the usual is a hindrance to one's becoming an acceptable member of society, wherever he may be; but usage can be learned.

Similarly, the self-conscious and unobservant girl, as well as the "lazy, careless, and indifferent," may find it hard to learn and practice ways and means of appearing to advantage, but it can be done by reading, talking with others, and using one's eyes and ears diligently. It must always be borne in mind that a good appearance alone does not make one popular according to the modern interpretation of the word.

**First impressions.** The first impression made upon others is often the only one, since the majority of those whom we meet in life are but passers-by who will never become our friends. They will never know us well enough to judge our character, for this can be learned only through closer acquaintance. We are judged, superficially, by our dress, manners, and voice. To dress suitably and becomingly, to speak acceptably, and to observe ordinary social conventions may be looked upon as valuable means of helping one to be a more acceptable citizen of the world.

The ability to meet these requirements does not compensate for lack of sterling worth of character, of course, but it is of infinite value in making others want to know us better both at home and abroad. An educated person is never scornful of the amenities of life, but rather appreciative of their place and power in the scheme of living.

**Changing times.** About one hundred years ago *The Young Lady's Friend*,<sup>1</sup> a book for girls, was written. It was not exactly an etiquette book in the modern sense, but rather an effort on the part of the author to set forth standards of living that one might expect to find in a well-bred girl of the times. Its purpose, like that of this book, was to present the different

<sup>1</sup> Mrs. John Farrar, *The Young Lady's Friend*. Boston: American Stationers' Company, 1838.

situations in which such a girl might find herself and to discuss the best ways in which to meet them.

Today, the habits and manners of Mrs. Farrar's book seem old-fashioned and queer, so materially has the changing mode of life affected them; but its advice regarding worth-while and lasting values is as good now as then.

The girls for whom it was written led a more sheltered life than girls do today. They had no contact with the business world and so you will find nothing about earning and spending money in that book as you will, for instance, in this. But after all, the purpose of the two books is the same after one hundred years—to present the different situations in which a girl may find herself and to discuss the best way for her to conduct herself under given conditions. From both of them we learn that there are some things that help one along in life under any circumstances and in relation to all people; and a good personal appearance is one of the most important.

During the past few years more and more attention has been paid to the fact that appearing well has much to do with ultimate success in any walk of life. To please at first sight has become a necessity. Whether you are looking for work or for a dancing partner, the better your appearance the more certain the possibility of attaining your end.

**Dressing well.** In one large private school the headmistress makes no rule for her pupils' dress other than that it should be suitable. Think what this includes. It means woolen or lisle thread stockings, not silk; easily cleaned garments that are right for the age of the wearer; little or no jewelry; low-heeled shoes; and no cosmetics. In other places this wise person would consider such dressing unsuitable, but for the surroundings and occupations of the school day she insists upon it.

The color of one's clothing is observed first, since it can be seen from a distance. In these days when bright clothing is worn by both young and old, color need not be too closely con-

sidered, but even so, its wise choice for the individual and the occasion is a most important factor in good dressing. At closer range cleanliness and tidiness, or the lack of them, come into view. You may have thought these words have the same meaning, but they do not. Clothes may be spotless, yet the wearer may seem to be at loose ends. Hear what one man says openly of this. It is what they all think privately.

"You need not dress by Fashion's Last decree,  
But don't have Pins where Buttons ought to be."<sup>2</sup>

If suitable clothing is neatly taken care of and carefully put on, the effect is quite sure to be good; but no one has really mastered the problem of good dressing until she wears her clothes with distinction, no matter how inexpensive or simple they may be. This presupposes that she carries herself well, standing with head up and looking straight at those with whom she speaks. This means that she must have both poise and a good posture. To stand and walk well and with dignity is indicative of power and courage, and curiously enough, both power and courage are increased by such an attitude. To have good posture, then, is one of the most certain ways of making a pleasing impression on others, as well as one of the most important factors in good dressing, since a poor posture can destroy the effect of the best cut garment.

**Good effect of systematic living.** Regularity of living is sometimes overlooked. Although health habits are taught in schools from the earliest grades, some of them are but half-heartedly practiced. Both boys and girls, after one semester of life in a boarding school or college, often show a marked physical improvement; their skins are clearer, their eyes are brighter, and their color better. This may well be ascribed to the good effect of carefully selected food, supervised feeding, and regular hours of sleep and exercise.

<sup>2</sup> Arthur Guiterman, *Poet's Proverbs*. New York: E. P. Dutton and Company, 1924. By permission of the publishers.

**Good manners.** Young people sometimes think that manners and conventions are arbitrary rules made by parents and teachers to enforce order and quiet in the schoolroom or home, or foolish customs practiced to prove one's standing in society. Nothing could be further from the truth. Most conventions have grown out of the need to avoid annoying others and to make ourselves more comfortable; to make us feel sure of ourselves in public and able to behave well under all circumstances.

Read how people lived in the Middle Ages and it may be plainly seen that such rules were needed when the world was young; yes, and in many places are still needed now that the world is old enough to know better.

When good manners are mentioned, table manners are probably most often thought of, since it is at table that manners can be most objectionable and are most closely under observation. But manners play a part in all our customs; and the casual observer of our behavior may never have the opportunity to judge our table manners. The same rule, however, applies to everything we do. We should be sure we never offend others and should never feel awkward ourselves. The morals of those with whom we come in casual contact we must take for granted, but their manners are too obvious to be ignored.

Some of our modern inventions, while they have helped the world to be a busier and also a better place, have not always helped to improve it as far as manners go. We all know how easy it is to be noisy and even impertinent when riding rapidly past in a car, or to be rude over the telephone when the person at the other end of the line cannot see the one to whom he is talking and when he may easily be cut off without a chance to answer.

Indeed these inventions have brought with them the opportunity of learning a new set of conventions that are based, like the old ones, on the need of pleasant and workable relations with our neighbors.



The Cheerful Cherub says:

“Truth makes life a noble thing  
And courage makes it strong  
And grace and tact must set them off  
As music does a song.”<sup>3</sup>

**What a good voice will do for one.** A good speaking voice is a rare thing in America. It is possible, however, to cultivate any voice to its utmost capacity: first, by appreciation of its values; second, by sensitiveness to its imperfections; and third, by constant care and practice in its use. Perhaps the voice shows more clearly than any other one thing what one's environment and early training have been. But youth can still remake its voice if it will. A school teacher of many years' experience says she can tell whether a pupil is one of a large family or not as soon as she hears her speak, and she rarely fails in her guess. She says that children from large families are apt to speak in loud and discordant tones, as a result of trying to be heard above others at home. This is worth thinking over as a fault easily to be avoided or remedied.

Nothing is a better letter of introduction than correct, clear-cut English spoken in a well modulated voice, either in direct address or over the telephone. George Washington thought so when he wrote in his *Rules for Conduct*, “Think before you speak, pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly.”

**Habits.** But after all you may be well dressed, polite, and speak correctly and musically, and yet have personal habits that, quite unknown to you, are obnoxious to others. We all know the girl who repairs her make-up at the restaurant table, or constantly readjusts her hair in the theater; the one who cannot talk without gesticulating, and does not hesitate to put her hands on strangers as she passes them. It requires an infinite capacity for taking pains to find out what we do that others may find offensive, especially if attention is not called to these

<sup>3</sup> Rebecca McCann, *The Cheerful Cherub*. New York: Covici, Friede, 1932. By permission of the publishers.



faults very early in life. Even after we become aware of our failings, the habits of years cannot be broken without a real effort. But the gain is worth the effort.

**Reason for discussing how to appear to advantage.** We have seen that appearance has an underlying effect upon all phases of living. It has therefore been made the starting point of this book, the definite purpose of which is the setting up of a plan or system of living that will help all girls to become useful, happy, and desirable members of society both while they are in school and afterward when their responsibilities and opportunities are greater and more exacting.

One's own family and the intimate experiences of one's home from earliest childhood are the influences that have chiefly created our habits and established our valuations of good and bad. Our parents see further into the past than we do, and their interest in us leads them to look far forward in planning for our welfare. While custom and usage change somewhat from one generation to the next, in fundamental matters your experiences will be like those of your parents. Use your parents, therefore, as counselors as we discuss topic after topic of personal regimen; they constitute one exception to the rule not to repeat outside the classroom matters confidentially discussed in class. Our parents are the ones who never cease to care for us, and this gives their opinions great weight. If, when we become adults, our ideas differ somewhat from theirs, nevertheless we should always maintain our respect and affection for them. Meantime, in this learning period and especially in this course on personal standards of living, what they have taught and can still teach each of us will be that person's most valuable background.

### QUESTIONS AND ACTIVITIES

1. What effect does a good personal appearance have on successful living?
2. Are good manners an index of good character?
3. Why are undesirable habits sometimes harder for others to bear than more serious faults?

4. Which can be more readily changed, personality or character?
5. Have you ever disliked a person on first seeing him? What was the reason?
6. Are good manners instinctive? If not, what opportunities does one need for acquiring them?
7. Do you think that the present-day carelessness of behavior among young people impresses the older generation as an evidence of poor taste or as a general letting down of social standards?
8. These men all lived in the eighteenth century: Beau Brummell, Lord Chesterfield, and Samuel Johnson. Find out what their attitudes were toward social conventions and discuss them in class. Could they uphold their position today? Get Johnson's famous letter to Chesterfield. What light does it throw on sincerity of character?
9. How much do you think what we have been discussing was considered in the selection and training of your favorite movie actress? Was it thought to be more or less important than beauty?
10. Can we learn to manage and control our own personalities as we go through high school?
11. Discuss good general personal appearance, selecting persons you have observed to illustrate points that are mentioned. Form committees to present suggestions as to ways of improving appearance in general. Observe persons in school, on the street, and elsewhere. Report observations and discuss them in class.
12. What makes one feel that a man is flashily dressed? A woman? Ask your father's and mother's opinion. Have they any observation to contribute?

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Courtesy Rudolf Lesch Fine Arts, Inc., New York

**"Gretel" by Schauss.**

**Simplicity is the keynote of good taste in dress.**

## *Unit Two*

### PLANNING CLOTHES ARTISTICALLY

Nowadays to be dressed well is not the same thing as to be well dressed.  
—Calthrop.

#### PROBLEM 1. WHY ARE WE "SLAVES" TO FASHION?

**Fashions in review.** What is personality? What is character? What part does personal appearance play in both? What makes style? What makes fashion? What is a fad? Are these terms modern ones alone, or did our great-grandmothers have these same basic terms for dress, and did they, too, become close followers of fashion? From the beginning of time when clothes made their first crude appearance, up through the centuries to the present day, the desire for individual expression has been the foremost cause of dress development. Let us review a few costume or silhouette changes as they have progressed through the centuries.

How did dress originate? Not for the sake of protection or modesty, we are told, but from one of the same motives as today; namely, that of dressing for adornment and attraction. Man's earliest desire for personal distinction was first evident in tattooing and painting parts of the body. Soon after, such articles as anklets, girdles, nose rings, bracelets, and earrings hanging from the structural parts of the body made their appearance. Next an apron or an abbreviated skirt of grasses or animal skins was developed, followed by a simple covering made from a straight single length of material with a hole for the head. Later more fitted garments developed as more freedom was needed for exercise. The successive dress periods became more elaborate in treatment, and we find today that many of them are inspirational to designers of modern costume.



"Fashions that are now called new  
Have been worn by more than you;  
Other times have worn the same,  
Tho' the new ones get the name."<sup>1</sup>

Details of modern dress show clearly that history repeats itself in costume. Today, designers need not hesitate for original ideas but need only scan the silhouettes of the past for interpretations applicable to modern costume. The classic lines of the Grecian costume with its soft folds and simple lines will always be inspirational to designers. Many designs for embroidery, color combinations, and prints have been handed down to us from primitive times.

The religious aspect of the medieval period inspired costumes with voluminous folds that were brilliant and deep in color. The pompous, ornate Renaissance costume; the seventeenth century's daintily extravagant costume of elaborate laces and rustling silks of cavalier days; the eighteenth century silhouette of innumerable details of lace, ruffles, rosettes, bows, and plaitings would be too elaborate and impractical for this modern age. Still, in their turn these silhouettes will make their appearance again. Simply compare the modern girl's list of undergarments with that of her sister of the nineteenth century: ". . . in 1856 the under clothing of a lady of fashion consisted of long drawers trimmed with lace, a flannel petticoat, an under-petticoat wadded to the knees and stiffened in the upper part with whalebones inserted a handbreadth from one another, a white starched petticoat with three stiffly starched flounces, two muslin petticoats, and finally the dress."<sup>2</sup> Then picture the girl of today with her two-way-stretch girdle, brassiere, panty, and slip. Contrast the hat of 1790 with the modern hat of soft, graceful, molding lines. All of these period costumes, together with the European peasant costumes of richly embroidered, hand-woven fabrics, have provided much detail that is constantly being revived in modern costume.

<sup>1</sup> From *Individuality and Clothes*. Courtesy of the author, Margaret Story.

<sup>2</sup> Fischel and Von Boehn, *Modes and Manners of the Nineteenth Century*, Volume III. By permission of E. P. Dutton and Company, publishers.



But can we well imagine our great-grandchildren smiling amusedly at our present-day silhouette of snug-fitting dresses molding the figure to reveal every line and curve? Who knows what



Reprint from "Modes and Manners of the Nineteenth Century," by Fischel and Von Boehn. Courtesy of E. P. Dutton and Company, publishers

### Walking costume.

we of this abbreviated, freedom-loving, "pajama" age, and bias form-fitted lines will hand down of real artistic value to our descendants? "An ancient fashion is always a curiosity, a fashion slightly out of date is an absurdity; the reigning fashion in which life stirs commands us by its grace and charm."<sup>3</sup> It is a most interesting study to compare the costume

<sup>3</sup> Octave Uzanne, *Fashions in Paris in the Nineteenth Century*, William Heinemann, London.

changes of each decade with the economic, social, and political changes that attended and affected them.

**How fashions develop and spread.** We ask ourselves what brings about these periodic changes in fashion and how they are accomplished. Paris was formerly the outstanding fashion center of the world, but today we find New York and Hollywood are not far behind in creating original American designs that are finding an important place in the world. One may wonder how styles or fashions originate and circulate—very quickly, indeed, in this day of airplane, radio, and telephoto. If a newly designed costume created by a well-known modiste is shown on a mannequin at the races, at a fashionable resort, or in the “movies,” and if it is immediately accepted favorably by our wealthy notables, it is at once copied, and soon it becomes “the fashion of the hour.” The general public soon follows the styles of famous actresses and wealthy leaders. Not only are costumes quickly adopted in this manner, but fabrics and colors are often named after the notable personages who wear them. Thus “Eleanor blue” became the nationally popular name of a color because Anna Eleanor Roosevelt had chosen it as her favorite.

Automobiles, airplanes, and women’s presence in business have done much to influence the modern dress of women. The sports-loving, businesslike girl of today prefers short hair, close-fitting hats, and comfortable dress lines to the elaborate, bunglesome dress of yesterday with bustles, rats, artificial puffs, cumbersome hats, and motor veils.

The World War, too, had a very decided effect on women’s dress when women had to replace men in factories. They accepted not only their work but their uniform of dress as well. The impractical long, tight skirt that swept the floor was very willingly put aside. A general desire for practical, comfortable dress was apparent in all phases of women’s apparel. Could we honestly wish the harness-like corset and the high, boned neck line to make their appearance again? The fact that the well-molded, unconfining foundation garment and the comfort-

able, open neck line with its numerous variations have been in vogue for a long period makes us feel that they have withstood the lasting test and are here to stay. The recent phases of swagger styles tend to distinguish the freedom, beauty, and comfort so characteristic of our present-day living. These same standards of styles are apt to continue even in ready-to-wear clothing if the public is educated to accept from designers



The off-the-face bonnet of 1935; the over-the-face bonnet of 1810.

and manufacturers only that which is good in design and color, and that which is economically and hygienically correct in dress.

**The difference between fashion and style.** Fashion and style are popular terms used by the consumer and manufacturer with regard to all manner of commodities in the commercial world today. If an article does not have its fashion or style note, the selling power fails. There are varied interpretations of these two terms even in relation to women's clothes. Dr. Paul Nystrom says *fashion* is "the prevailing style at any given time. Styles constantly change, some rapidly, some slowly. Whenever a style is followed or accepted it is the fashion."<sup>4</sup> We shall agree that *style* is a lasting thing while *fashion* is more current and fast moving. *Style* is the treatment of the entire ensemble, and *fashion* is the common trend of a certain style. *Styles* may be handed down as being worthy of repeti-

<sup>4</sup> Paul H. Nystrom, *Economics of Fashion*. Courtesy of the Ronald Press.

tion while *fashion* is a trend of the moment. Long dresses may be the *fashion* if they are worn at all times without regard to the occasion. Long dresses may be the *style* when worn only to evening social functions. A *fad* is a rather freakish detail of fashion which may originate as attractive in one locality. When its sudden popularity sweeps the country overnight, so to speak, it loses its original quality of attractiveness. Usually it is adopted by thousands of people of all types and sizes without regard to good taste and appropriateness. An example of this is the general wearing of white footwear in February, irrespective of climate and suitability; or the sudden appearance of yellow ties on all the boys in school, regardless of suit colors, general ensemble effects, or personal coloring. These are what are termed *fads*.

How do you differentiate in your own mind between a girl who has style and one who is known as a fashionable dresser? The latter is the one whose dress is always the last word of the current fashion; while the former selects from the current fashion in dress that which is particularly distinctive and "smart" for her.

"Be not the first by whom the new is tried;  
Nor yet the last to lay the old aside." <sup>5</sup>

Style is not an inborn trait which one either has or does not have; nor does one develop style in proportion to the money one has. More truly we might say that the stylish girl is the one who is able to select or make from the current fashion clothes that have distinctive artistic beauty for *her*. When developed to a fine degree this ability is called *good taste*.

**The effect of good posture on appearance.** Why is it that some girls always seem to wear their clothes well, no matter how simple their costume may be? If this fact is analyzed, one may find that this well-dressed appearance is greatly influenced by posture when standing, walking, or sitting. Does the girl who walks with her head down and her

<sup>5</sup> Alexander Pope, *Essay on Criticism*.



eyes fixed on the ground ever gain admiring notice from passers-by, no matter how attractive her costume may be? Since many a first impression is marred by bad carriage, it behooves us to walk and carry ourselves well at all times. Not only will we look better, but we will feel better physically and be more alert mentally if good posture is constantly exercised until it becomes a habit. Perfect but natural carriage is always important.

An excellent way to test your standing posture is to inspect a side view of yourself in a full-sized mirror. A certain submissiveness and lack of initiative seem to accompany poor posture. Look around you and select the girls in whom you would have confidence because of their very walk and posture. To stand correctly means that ears should be in line with shoulders, shoulders with hips, and hips with ankles. The weight of the body should rest on the balls of the feet and the abdomen should be "pulled in." West Point, United States Military Academy, stresses head carriage as an outstanding feature of good posture. Head "back and up" is the order there. This does not mean raising the chin and forcing the head back. It means keeping the head in line with the spinal column. This is a recommended exercise:

Feet apart, arms at sides—

Hands at rear of head, elbows to side horizontally—

Press forward with the hands, resist with the

head while turning the head to the right, to the left.

It must always be remembered that we are working for easy, graceful carriage rather than for rigid, military erectness. To stand restfully, place the feet a little apart and one foot slightly in front of the other. Place the weight of the body on the forward foot rather than on the back foot in order that the hip may not be thrown out of line. School girls who continually carry books on the same side may develop one hip more than the other or they may find one shoulder higher than the other.

Recent fads in posture—slouches, struts, and swagger walks

—may go so far as to leave permanent, physical bad effects such as protruding abdomen, sway back, and curvature of the spine. It is better to give first place to the physiological basis for posture rather than to fads or fashions. The unit on "Health as an Asset" discusses this phase. Arms should not swing noticeably or hips sway out of line. One does not admire extremes in walking. Cultivate an easy, graceful step in keeping with your particular figure.

Probably sitting posture provides the greatest tests of control and poise. It takes much persistent thought to know how to manage gracefully feet, limbs, hands, and the general line of the costume. Do not twist your feet about the rounds of chairs. Refrain from crossing your knees if your stature does not permit you to cross them gracefully. Make sure that the entire outline of your costume is not spoiled because of spineless slouching. The base of the spine should rest easily against the back of the chair. Hands should be at ease at all times, not used as constant props for the face and head. These rather bad habits of carriage may be comfortable at times, but they indicate lack of grace and poise. If one wishes distinction and desires to get the most out of the style in one's costume, it may be granted that good posture is one of the greatest essentials.

**Good taste in dress today.** Good taste in planning and wearing clothes is a real accomplishment. It means more than being a "slave to fashion" for fashion's sake alone, with no regard for the many other points that make for good taste. Good taste means an assembling of each particular detail of the costume so that these details result in a pleasing, harmonious ensemble for the particular personality of the wearer on any occasion. For this harmonious result must be considered such factors as: (1) the prevailing style with relation to the wearer's personality; (2) figure; (3) the purpose of the costume; and (4) the texture and color of the fabric. Never must person or personality be subordinated to the type of clothes worn. It is well to keep uppermost in mind that *simplicity* always reigns supreme in good taste. One should not

be unwisely influenced by the overdone and the overexaggerated in styles that so often result in confusion, cheapness, and tawdriness. One should be able to discriminate between the good and the bad in fashion and interpret the leading styles for oneself.

When the thoughtful modern girl plans her clothes she considers not only beauty and becomingness but also comfort, satisfaction, serviceableness, and economy. It is smart to practice thrift in dress—but never to the point of cheapness. Even to inexpensive clothes one can always apply the rules of good design, color, and quality in materials. Give diligent thought when selecting or making clothes, thereby developing the right ideals and principles about clothes for *you*. The developing of good taste gives you that personal assurance and satisfaction which will do much for your happiness and success.

#### A Pledge for American Women <sup>6</sup>

As an American woman, I pledge myself to strive always to acquire and wear only such clothes as are appropriate and individually becoming; to avoid extremes in design and colors; to respect my clothes enough to care for them to the best of my ability; and to select my clothes so that, in fairness to them, they may give back to me in service, satisfaction, and pleasure more than they cost me in money. I further pledge myself to help establish for all time, by regularly applying the rules of correct dress to myself, the fact that American women are the best dressed women in the entire land.

#### QUESTIONS AND ACTIVITIES

1. What historic influences can you find in current fashion magazines?
2. Trace or list some of the outstanding "absurdities" in historic costume. Are there any phases in modern costume that may sometime be called ridiculous?
3. Discuss some of the absurdities in men's costume throughout the ages.
4. Which period silhouettes in historic costume would you say were artistic? Which absurd? Which practical?

<sup>6</sup> From *Secrets of Distinctive Dress*, prepared for the Woman's Institute of Domestic Arts and Sciences, Scranton, Pa., by Mary Brooks Picken.

5. What economic, social, or political factors influence modern fashion? In what way?
6. Compare the amount of time the modern girl spends "dressing" with that spent by her great-grandmother.
7. Name several American designers who are famous for their contributions to modern styles.
8. Name several fads popular today. Will they ever become good style?
9. Name and give illustrations of the most common defects in posture.
10. Illustrate three good exercises that will improve bad posture.
11. Form groups, in your class, of girls who seemingly have the same defects in posture, for group correction and practice.
12. Define "chic," "smart," "in fashion," "in style," "fad."
13. Describe fully what "good taste" in personal appearance means. Are modern girls considered "good dressers"? Are older women?

## PROBLEM 2. WHAT MAKES FOR BEAUTY IN DRESS?

**Why develop beauty interest?** Beauty in dress lies in the study of design and color. Knowing what is good in design and color should give us a feeling of confidence and satisfaction. How much more our homes, nature, and our clothes mean to us when we can appreciate the real artistic value of the principles of design and color. This appreciation should increase our joy of living. It is well to study the artistic value in the material things around us, not for a creative end necessarily but for developing judgment that will guide us in wise and beautiful choices. The average person needs very definite principles to guide him in developing these fine judgments. When he has attained this ability to select the good in design and color, then we may say that he has acquired the same sense of "good taste" which is the basis of all artistic values. The standards of good taste are as valuable today as they were generations ago. We should familiarize ourselves with these established art principles in order to recognize them and apply them to everyday problems in dress and in our homes. Certainly this study will result in greater appreciation and pleasure,





Collinwood High School, Cleveland

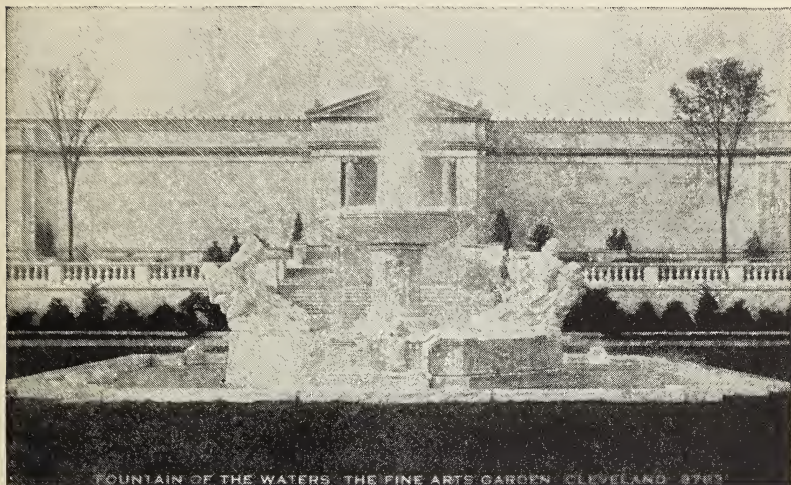
Beauty in line and form.

in that we shall know what is beautiful because it expresses good taste in color and design.

**The human figure and its relation to beauty.** In this study of personal appearance let us consider the human figure as the foundation upon which to apply these specific principles. Artists for generations have lauded the human figure with its graceful proportions and simple curves as the most beautiful of natural objects. Notice the proportions between the eyes, shoulder, bust, waist, hip, and ankle. Is it not a study of lovely and interesting divisions? According to the Greek scale of measuring by head lengths, the average high school figure is six and three-fourths head lengths tall. One head length measures from the top of the head to the base of the chin. Measure yourself and see how your height compares with the normal girl's figure. Will this not be one guide in aiding you to make the most of your appearance? Beauty of design is important in dress in so far as it enhances these natural proportions of the human figure. Throughout the ages fashion has produced ridiculous effects when the human figure has been completely lost in clumsy silhouettes. Waist lines at various periods have traveled from the bust to low hip line with as many variations in girth. In these instances we say that fashion changes the "normal figure" to a "costume figure." The figure of the 1930's decidedly emphasizes the normal figure by closely molding all parts of the body.

**Proportion, the first guide toward beauty in dress.** The beauty of the human figure lies not only in its subtle lines and curves but also in its fine space relations. The main divisions of the body, shoulders and waist line, divide it into unequal parts. The Greek law of proportion states that spaces are pleasing when the division falls between one-half and two-thirds of an area. Spaces that have good proportions are pleasing, and hold interest because they have variety. Like or equal spaces are uninteresting and monotonous. Spaces that are so unlike that they have no relation are disturbing. Learn to study and judge good proportions in everything you see—in

furniture, pictures, pottery, as well as in the designs of costume. The principle of good proportion applies directly to the study of space divisions in clothes. Train yourself to detect good space division in dress lines, in trimmings, in button and tuck arrangements. Another phase of space division which has to do with numbers of objects is important in trimmings. The



FOUNTAIN OF THE WATERS. THE FINE ARTS GARDEN CLEVELAND. 1903.

Courtesy The Cleveland Museum of Art

**An excellent example of formal balance.**

uneven numbers one, three, five, seven are usually more interesting and pleasing than the even sequence two, four, six, eight.

**Balance and its relation to beauty.** The principle of balance in design is a little more concrete or mechanical in its feeling. Our sense of balance is inborn, in that we immediately feel disturbed when things are "off balance." Perfect balance gives us again a feeling of satisfaction. The designs of dresses, hats, furniture groupings, exterior plans of houses, and table settings, all instinctively involve balance. Balance is that quality in an arrangement or design that gives a feeling of *rest*. A familiar illustration that clearly explains the laws of balance is that of the seesaw. If two girls are of the same weight and



wish to balance the seesaw they will sit at equal distances from the center. This is called *formal* or *symmetrical* balance. But if one girl is heavier than the other, to balance the seesaw the heavier girl must sit nearer the center. If three girls of unequal weight wish to seesaw, two girls will take places nearer the center in order to balance the single weight of the heaviest third girl. This latter balance arrangement is called *informal* or *occult* balance. Informal balance is more unusual, more difficult to arrange, more subtle, and more interesting. Formal balance in dress design is usually found in the more tailored, straight-line effects, while informal balance is more adaptable to the softer flowing lines of afternoon and evening costumes. Fashion magazines afford excellent material for training one to detect what is good in *formal* and *informal* balance. It is interesting, too, to trace the use of balance in historic costume.

**Emphasis or the principle of dominant interest.** If any artistic arrangement is pleasing and holds the interest, it has one part emphasized more than any other part. This fact applies to a piece of tapestry, a picture, a table grouping, or a dress design. When too many points of interest are emphasized, a confusing effect is sure to result. In all dress design, interest should center about and emphasize one dominant point, the *personality* of the wearer. Never should individuality and personality be subordinate to dress. This occurs when clothes are seen before one notices the wearer. To a large degree, personality is expressed in the face. Clothes, then, should enhance the personality and direct attention to the face by line emphasis, artistic decoration, good color harmony, and the suitability of the design to the figure of the wearer. The main point to remember with reference to emphasis or any other principle of dress design is that *simplicity* is always the most effective quality. By this we mean: *simplicity of line*, avoiding extremes which are soon out of style; *simplicity in texture and color combinations*, avoiding harsh or wrong combinations; *simplicity in trimmings or decoration*, avoiding the overdone.

**Rhythm.** Rhythm in design is that flow of line which is perhaps better felt than described. Rhythm in line and color of costume is the movement that makes each part related to the other parts. A dress design may be artistically rhythmical if



Courtesy Harunobu

The eye easily follows the rhythmic flow of line in Japanese prints.

one feels the same flow of line, for instance, in neck line, blouse, sleeves, and skirt lines. There are several ways of creating rhythm in design: by *repetition* of a line or a unit at regular intervals as in lace designs; through *radiation* when lines radiate from a common point of interest; by *opposition* as in plaids where opposing lines cross each other; through *gradation* when units are reduced or increased at regular intervals as in rows of tucks or trimmings; through *transition* when lines from

different directions are gradually merged into one smooth flowing line as when a front plait joins the yoke line of a skirt.

**Harmony in dress design.** To be dressed harmoniously may involve many different art qualities. Harmony in costume, rugs, furniture, pictures, and any grouping means that a unity, or a consistency of thought, brings about the finished whole. Thus, in harmonious costume there must be a unity of line, color, texture, and decoration. This unity must exist not only in each part of the costume, but also in all parts assembled together to give a final harmonious ensemble. A brown felt hat with leather trimming worn with a black velvet dress with rhinestone buckle and gray lizard oxfords would give a disturbing, discordant ensemble, no part of which is harmonious with the other. Harmony, then, is that final and all important quality in dress which so relates each part in itself to the entire ensemble that a pleasing, unified effect results.

#### QUESTIONS AND ACTIVITIES

1. Compare the proportions of your figure with those of the ideal figure in order to find ways to improve your personal appearance.
2. Discuss the "ideal" figure of today as it compares with the Grecian ideal figure. What are the dangers to health in adhering too closely to the ideal figure of today?
3. What periods in historic costume paid least attention to the normal figure and stressed to the extreme the fashion or costume figure?
4. Bring to class two illustrations of poor proportion; one of dress design; one of home furnishings.
5. Distinguish between formal and informal balance. Find good and bad illustrations of each in current fashion pamphlets.
6. Study the dresses of members of your class and find good examples of emphasis.
7. Recall an actual example, without identifying the person, of someone whom you have seen whose costume illustrated wrong emphasis.
8. Bring to class examples of each of the five ways of producing rhythm.
9. List ten dress materials with a corresponding list of harmonious trimmings.
10. Select an illustration of a suitable street costume from a fashion

magazine. Plan the actual material, trimmings, and accessories that would be harmonious in effect.

### PROBLEM 3. WHAT ARE THE IMPORTANT ELEMENTS OF DRESS DESIGN?

**The effect of line in costume.** The design of a costume, or of any work of art, is composed of a number of elements that make for its success. The first of these is line. The eye unconsciously follows line divisions. Thus it is with clothes; the eye travels where seam lines, panel, vest, plait, and yoke lines are formed. Other elements that are important in dress design are mass, texture, and color. All of these elements are closely related, for it is difficult to plan line without thinking of texture, and texture without thinking of color. How all of these suit the face and figure is a matter for constant study. The important point in design is to emphasize the attractive parts of the figure and lead the eye away from the unattractive parts.

Lines in costume are divided into four classes: (1) the vertical or up and down lines that are usually dignified and slenderizing; (2) horizontal or crosswise lines that generally have a broadening effect; (3) diagonal lines that give a feeling of movement; and (4) curved lines that lend gayety, grace, and charm. Of course, if the excessive use of only one kind of line appears in a costume, the effect will be monotonous. If used wisely, the combination of these lines is not only possible but very successful.

We may think of line in several phases of design: (1) as making up the structural parts of the costume; (2) as outlining the figure in silhouette; (3) as effecting the surface of materials, as in plaids, stripes, and figure effects. In making up the structural parts of a dress, some lines play an important part because they are especially suited to different figures. These structural lines appear at the neck line, armhole, waist line, and length and contour of skirt.

If the face is the key to personality, it is important to study



the neck line of the costume with relation to the shape of the face in order to bring out the most pleasing effect. Not only the



Fashion changes in silhouette lines.

shape of the face, but also prominent features, chin, and proportions of the neck must all be considered together with the entire figure when one desires the best in dress design. The round-faced girl should emphasize longer lines at the neck and avoid round or square lines that might broaden her. The girl

with a long, thin neck can wear almost any amount of fullness, folds, or flouncings around the neck line. The girl with the short, fat neck must be content to wear no collar or only a possible suggestion of one, avoiding any bulkiness whatsoever. There are many other irregularities in face and neck that warrant detailed study.

Who can wear best the broadening dolman armhole line? The kimono sleeve? Is the raglan sleeve line more becoming to the girl with sloping or square shoulders? Are there certain figures that should always keep to the conservative set-in armhole with its variations of style? Skirt lengths and the placement of waist lines, too, are very important, and these lines with modification to fashion should be considered from the standpoint of the figure. The length of a dress should be carefully related to the height and weight of the wearer. The placement of the waist line should be adjusted to suit the individual figure in order to bring out the best lines and conceal the bad ones. In planning the lines of a dress, there are many irregularities in figure that must be considered. For the stout figure we have emphasized that the long, vertical, or diagonal lines should be dominant in length of skirt, neck line, and general lines of the dress. Keep all plaits, panel effects, or decoration away from the wide part of the figure. The very thin figure should emphasize the horizontal lines with plenty of fullness and fluffiness. What, then, should the girl with other irregularities in figure wear? By these we mean the girl with large hips, sway back, round shoulders, or large upper arm. Each irregularity in its place requires particular attention and should be actually analyzed through discussion by members of the class. Lines in design should be so planned that they tend to minimize these irregularities in every case.

A word should be inserted here about space divisions in costume design. Space divisions that make up a dress design do much to give it interest. These divisions are made through the structural lines, by combining color values, or by combining different textures. To create a harmonious effect these

divisions must be in keeping with the contour of the figure. Always keep in mind that simplicity of form is important, and that irregular areas are more interesting than equal areas.

**Texture and dress design.** By texture we mean the surface effect of materials. Texture holds an important place in the planning of clothes. The design of a dress can scarcely be thought of without considering the type of fabric to be used. Texture effects in materials are varied and constantly change as fashion decrees. One season brings satins into prominence while another popularizes velvets. Still another places tweeds in vogue. We can scarcely begin a discussion of texture of materials without considering the occasion or the purpose of the dress. Certain textures of fabrics can be pictured for sports wear, certain ones for formal and informal party wear, and others for business dress. Manufacturers have been very ingenious in recent years, inventing various weaves and weights of yarns in almost every kind of fabric that can be adapted to every figure for any occasion. Textures are many and varied in cotton, linen, silk, wool, and the synthetic or rayon fibers.

In describing the effect of texture we are sensitive to the feel as well as to the appearance of the fabric. Some adjectives that are often applied to the feel of textures of fabrics are dull or lustrous, smooth or rough, stiff or clinging, fine or coarse. The texture of materials must be chosen wisely, for it plays a large part in the becomingness to the wearer. Texture must be suitable to the figure, to the complexion, and to the activity or occasion. Would one choose a heavy tweed suit for a dainty, small figure? What would be the effect of satin on the stout girl? Textures are often combined to give variety to costumes. They must be harmoniously combined to give a unified result. One would hesitate to combine wooden buttons with a satin dress, or metallic cloth with a heavy tweed. In all texture study one must be alert to fashion notes, combining good taste and individuality with what is new, artistic, and correct. In conclusion, a dress may be most pleasingly and flatteringly designed, its



A color wheel is helpful in choosing color combinations.



texture combinations perfectly utilized, but unless the colors are attractive and becoming, the costume may be termed a failure.

**Color in dress.** Though mentioned here as the final element of design, color is the most conspicuous factor in dress. Color in nature, in works of art, or in costume is the first quality that attracts the eye. The more trained we become by studying color in costume, fabrics, textures, and the like, the more attractive our appearance will be. When shopping it is no longer sufficient to ask to see blue silk for a dress. Many questions arise concerning this blue dress. Is blue the season's fashionable color? If so, which blue do we have in mind—a dark, medium, bright, light, violet-blue, clear blue, or green-blue? Which of these is most flattering to one's particular coloring? At what time of day or year is one planning to wear this blue dress? What accessories, such as shoes, hat, and gloves, are to be worn with it? Does the blue dress fit in well with the rest of the wardrobe? With the display counters of the large department stores filled with bolts of blue silk of every description, there would seem to be no excuse for not dressing tastefully, if one can analyze color effects. Choice of color, then, depends upon many things: texture, season, occasion, and the size, coloring, and personality of the wearer.

To understand and analyze the study of color in dress it is necessary to become familiar with a few of the more common color terms and theories. The *primary* colors, red, yellow, and blue, are the three basic colors from which all other colors are made. By combining these in succession in equal amounts, red with yellow, yellow with blue, blue with red, the three *secondary* colors are formed—namely, orange, green, and violet. It is desirable to picture colors in a wheel formation because they grow out of each other and continue to do so in rotation. The six colors, both primary and secondary, do not include all the colors in fabrics as related to dress. Other colors have been made by combining a primary and secondary in succession, thus developing the *intermediate* colors. Yellow-green is formed by



uniting yellow and green, blue-green from blue and green, and so on around the color circle. Of course, there may be an endless number of gradations formed between intermediate and primary or secondary colors. Thus we can see a foundation for the many kinds of blues on the store counters. This variation makes it much easier to suit color schemes to the many characteristics in people. The name of the color, yellow, green, green-blue, is often termed *hue*. Other terms that distinguish hues are *value* and *intensity*. Value indicates whether the color is light, medium, or dark, such as baby blue, French, or navy blue. Intensity reveals the brightness or dullness of the color. Light values are sometimes called tints; darker values are termed shades.

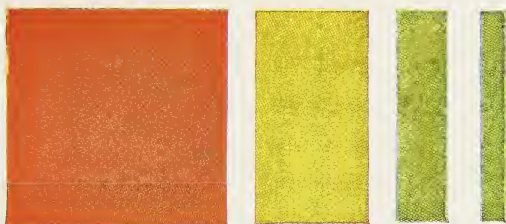
**Color harmonies.** Seldom is color in costume expressed in one hue, one value, and one intensity without being relieved by another. This makes for interest and liveness in women's dress. Colors that are used in combination, to be harmonious, should follow a plan. These color plans are called color *harmonies* or color *schemes*. If there is no definite plan or harmony, very often color combinations in dress become color "screams" vying and clashing with each other. The girl who wears a brown hat with tan trimming, a blue coat with white piqué collar, and a red dress has not followed a harmonious plan in her costume. Color harmony refers to colors as they are combined from the color wheel. One of the most common, most pleasing, and safest is called the *self-tone* or *monochromatic* color harmony. This is achieved by combining several values of the same hue, such as a dark green skirt with a sweater of medium, dark, and light green stripes. This self-tone harmony is quiet and inconspicuous in effect and excellent for a street or business costume. The one caution about self-tone harmony is that neighboring hues should not be used together in large amounts, as, for instance, a yellow-green skirt with a decided blue-green blouse.

The *analogous* color harmony combines colors that are next to each other in the color circle such as yellow-green, green,

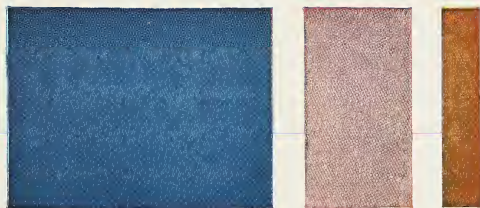




Monochromatic



Analogous



Complementary

Color harmonies.



green-blue. Notice that green is common to all three. Picture a pleasing plaid in this harmony. This scheme is more successful if the colors chosen lie between two primaries with the values and intensities varied. Both the self-toned and analogous color harmonies have to do with related colors that are near one another in the color circle.

There is a group of unrelated or contrasting color harmonies which make for interesting effects in costume colorings. They are more difficult to handle but also may be more distinctive. The *complementary* color harmony combines colors that are opposite on the color wheel. Good taste will not allow them in full intensity, but with varying intensities and unequal amounts very interesting results may be produced. Red and green are complementary, but for a harmonious result a dress may be dark green with a flesh collar and cuff set. Notice the varying values, for light pink is the most delicate tint of red. *Accented neutral* harmony is a rather usual one, combining any intense hue with the neutrals—black, white, or gray. This latter harmony gives quite a contrast and is distinctive. Can you find illustrations of each of these color harmonies in the costumes of the members of your class? Analyze the particular effect in each case.

**Other color notations.** Texture and color are a whole story in themselves. Recently, manufacturers have produced wonderful effects by varying weights and weaves of the different fibers, so that we can picture a woolen tweed of any description from transparent thinness to mannish, sports-like heaviness. The same is true in silks, cottons, linens, and rayons. When color is thought of with texture effects, its possibilities are many and varied. This makes the selection of fabrics for individuals a more flexible matter. A certain color in satin may prove unbecoming, while in a light-weight wool crêpe it may be quite becoming. Lavender organdy with its transparency may be better suited to a girl than the same color in heavy cotton piqué. Therefore, fiber and weave in

materials change the color effect and greatly influence the becomingness of fabrics.

Names of colors and the descriptive qualities that we associate with them are interesting to study. What are the colors *chartreuse*, *mauve*, *peacock blue*, and *taupe*? As seasons come and go simple color names that describe dress materials seem to fade into the background. Colors in dress fabrics find more interesting names in the commercial world. Can you visualize these colors by their names: *frosted pine*, *gentian blue*, *elderberry*, *blue spruce*, *autumn woods*, *friar brown*, *stratosphere purple*? It behooves women to follow closely the daily fashion notes in newspapers, the window displays of reliable department stores, and good fashion magazines to learn the current names of colors and materials. Colors have traditional characteristics that influence one's feelings. Red is stimulating—to the point of irritation with some people; orange is warm and glowing; yellow is gay, active, mellow; green is refreshing, cool, restful; blue is calm, reserved, restful; violet is dignified, dreamy, wistful.

Seasons, too, have associations with color. Every fall season brings to the foreground the same autumn colorings, often with new names: browns, rusts, reds, and yellow-greens. Usually the warm colors seem to contrast with the coldness of the season. Likewise, in the spring appear the cooler colors: blues, greens, grays, and violets. Lighter values generally suit the summer weather and darker, brighter ones the winter. Everyone knows the weighty warmth of bright red or black on a hot summer day.

In a measure colors seem to suit different occasions. For active sports wear bright colors, denoting activity, seem to harmonize well with the green or brown background of nature. A dainty pink would appear too weak for a tennis outfit; the pastel and delicate tints of colors may suit party and dancing frocks better. For street, business, and church clothes the inconspicuous colorings are in better taste than vivid hues which are too tiresome and distracting. The glow of artificial light

affects colors differently; therefore, it is important to try colors in the particular light under which they will be worn. Bright colors may be worn by more people at night because the yellow of artificial light usually tones down their intensity.

Color and the size of the figure have some relationship worthy of note. The very small girl and the very stout one have color problems that the average-sized girl does not need to heed. Vivid colors, the very light values in colors, and white call attention to size of silhouette more than do the elusive medium values. Black is more flattering to the stout figure because it tends to conceal size.

**Color, personal coloring, and personality.** The biggest factor in choosing color is the study of one's own physical coloring—that is, the color of the hair, the eyes, and the complexion. The greater the degree of contrast there is in one's physical appearance, the more definite becomes the selection of color. Today the classification of blond, brunette, or red-haired types is not sufficient because very few girls fall exactly into these classes. Most girls vary in color of skin, hair, or eyes. Try to place the girls in your class in the three groups. It is a difficult task. In the blond class alone we find many variations: one with blue eyes, pale skin, yellow hair; one with blue eyes, dark skin, golden hair; one with brown eyes, fair skin, very light brown hair; still others with green, blue, or gray eyes, florid skin, and medium-light hair. The variation is the same with the brunette and red-haired types, and the gray-haired types of your mother's age. Among these there is a large class of intermediate or in-between types which cannot be grouped in any classification because they have mixed characteristics. There are a great number of gradations in skin colorings in individuals, as many perhaps as the number of modified colors of one hue that manufacturers have made in materials. Fortunately it is that everyone can find in each hue one value and intensity that is becoming.

Of the three physical characteristics which influence your choice of color—skin, hair, and eyes—the latter two are more



or less fixed. As they actually exist, they fit better into your general make-up than anything we might try to create if we wished to change them. Modern motion pictures have popularized certain changes in hair coloring. Be cautious about hair dyes and hair rinses. You may make your general appearance too confusing, "stagey," and "hard looking" for good taste. Nothing is more jarring than the wrong color of hair for one's own complexion. Remember it is very difficult to change entirely nature's effect in color of hair. To change hair coloring, the process requires expert attention, constant care, and continual expenditure. Besides, one is always faced with the embarrassment of the time when one returns to the natural state.

As far as hair and eyes are concerned, if either is your best feature, plan color combinations that will emphasize it. Very often a girl of medium skin coloring and colorless hair may have large, clear, blue eyes. Wearing a sufficient amount of the same shade of blue which is in her eyes will create an attractiveness that will call attention to her eyes and make one forget her uninteresting hair and complexion. In general, eyes with the cooler colorings of blue, green, and gray look best in the cooler colors, blue, green, and violet. Eyes of the warmer colorings, hazel and brown, look best in warmer colors, red, brown, rust, and yellow.

If your hair is your good point, perhaps it will be well to accent it by contrast or repetition in the color of the dress. If its beauty lies in its light golden quality, black may accent it by contrast. Lighter values in dress colors may accent the hair by repeating its lightness. Values in black, brown, and auburn hair have as many variations as blond hair. Some shades of auburn hair may look better in color contrast with green; while other shades may look more striking in harmonizing shades of brown, orange, and yellow. Black hair looks well with vivid colors because its own striking value seems to be strong enough to balance intense colors.

The tone of skin in the face and neck is probably the most important factor in choosing color because of the nearness of the skin to the material of the costume. However, if skin

coloring needs modifying in order that one may wear a color to accent the hair and eyes, collar and cuff arrangements may be neutralized to give a harmonizing effect. Skin coloring is influenced by cosmetics, age, and physical condition. The skillful use of make-up, wisely analyzed, may help to emphasize one's natural coloring. In this way colors may be worn more successfully. The use of make-up without regard to natural coloring gives an unnatural, hard effect. Colorless skin may be made more attractive by a delicate use of make-up.

Young girls in good health are able to wear many colors with some degree of becomingness. As one becomes older, however, lines, shadows, and the yellow in skin become more prominent; hence, the wearing of colors becomes more difficult. A woman with colorless skin in which yellow is emphasized should avoid the wearing of cold tans and grays. Vivid colors are harsh for the face lines of the older woman, and youthful, dainty colors are not sophisticated enough for her.

Every skin has an amount of pink and yellow in it. Color should be selected so that it tones down the pink in the skin if ruddiness is too accentuated. On the other hand, certain colors may be used to bring out the pink in the skin. Girls with poor complexions, due to bad health or wrong eating habits, have a trying time selecting appropriate colors. In general, plain colors make their complexions look clearer than do prints. For these girls, medium values that do not emphasize the skin will appear more attractive than intense values.

It is very difficult to put down any set rules for the wearing of colors because almost every individual becomes a special problem. Experiment with and analyze color effects abundantly in order to get the "feel" of good and bad results. Of course, only by actually trying colors in sample fabrics can the true effect be seen. Familiarize yourself with both the good and the bad effects of color on various types in your class. On the individual alone can the final selection be made.

Personality, too, plays a part in the selection of color in clothes, and care should be taken not to subordinate the personality of the wearer by wrong values and hues. Strong person-



alities with a flair for the dramatic can wear the unusual and strong color combinations. When the delicate values bring out her personality more, the dainty type of person must be careful not to be overwhelmed by bold colorings. The business-like, dignified girl will probably wear the more conservative medium values in color, getting accent through trimmings and accessories. From time to time artists have given various terms for personality types. Most of us are not true to one type but are a combination of several. When this is so, the result is not distinct although the problems of color and clothes become more varied and interesting.

#### QUESTIONS AND ACTIVITIES

1. Illustrate three different ways by which lines in dress influence one's appearance.
2. Select from fashion magazines a business dress and a party dress with becoming lines for: a stout girl; a tall, thin girl.
3. Through the help of class discussion analyze the shape of your face and neck.
4. Bring to class mounted on notebook paper illustrations of five or six neck lines that are becoming to you; three or four that are *not* becoming and tell why they are not becoming.
5. Discuss defects of the figure that are apparent in girls of senior high school age. Give one or two good suggestions to conceal each.
6. Make a chart showing the good, fair, and poor wearing qualities of various textures in silk, cotton, wool, and rayon materials for the stout girl and the small, thin girl.
7. Observe and note in school combinations of textures in trimmings and collar and cuff arrangements that were particularly good or bad.
8. Discuss all the factors that influence color in dress.
9. Familiarize yourself with each of the common color harmonies by planning with colored paper good examples of each.
10. Describe three or four personality types: petite, athletic, dramatic, and businesslike. Analyze the girls in your class and place each into the group that best suits her.
11. Try colored materials on each member of the class, selecting the colors that are becoming to each girl according to her hair, eyes, skin, size, and personality.

12. Plan two costumes for yourself, one for school or business, and one for party wear. Illustrate in your selections the points in line, color, and style which were particularly chosen for you.
13. What is meant by "psychology of color"?
14. What moods do the different colors express to you?
15. List and illustrate with colored paper the names of fabric colors in vogue this season.
16. Make your individual charts similar to the following:  
My type: petite—My coloring: fair skin; blue eyes; medium brown hair.

COLORS FOR MYSELF			MATERIALS FOR MYSELF			LINES FOR MYSELF		
Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor

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"Mrs. Siddons" by Gainsborough.

"Costly thy habit as thy purse can buy,  
But not express'd in fancy; rich, not gaudy;  
For the apparel oft proclaims the man."  
—Shakespeare, *Hamlet*.

## Unit Three

### SELECTING CLOTHES PRACTICALLY

Put money in thy purse.

—Shakespeare, *Othello*, Act I, Sc. 3.

#### PROBLEM 1. WHAT DOES THE PRACTICAL SIDE OF SELECTING CLOTHES INVOLVE?

**Economy in buying clothes.** It is well, indeed, to train oneself on the artistic side to develop a background for good taste in the selection of becoming and beautiful clothes. However, there are additional and more practical reasons to be considered. How can I most wisely buy my clothes? How much do I know about the quality and serviceableness of the different articles I wear? Does the use of the costume influence its selection?

**Planning where your money goes.** Today everyone knows that to manage economically and successfully any enterprise—a government, a home, a business, a girl's income, or her wardrobe—there must be a wise system or plan for spending the money involved. Compare the amount of happiness, comfort, and security obtained from a well-planned system of spending with that of haphazard spending. Plans help to divide spendings or earnings into proportionate amounts so that one does not overspend the income entirely or spend more than one should in any allotted division. For instance, the amount spent for clothes should not be so large that living expenses or savings may be neglected. A plan for spending, as you know, is commonly called a *budget*. A budget is a plan which, instead of leaving one to wonder where the money has gone *after* it is spent, makes one plan *before* it is spent.

The unit "Earning and Spending" discusses the general budget, so that we shall be concerned here with that particular division of the girl's budget that has to do with her clothing.



It is a great temptation for the girl beginning work to spend lavishly on clothes. The instinctive desire that all women have to appear attractive may easily lead to extravagant buying at the very start unless one plans ahead; then debts soon accumulate. Today it takes more than pretty clothes to make a successful girl. She must not be unmindful of the fact that there are other directions in which she may improve herself for efficient living. For the girl beginning work these other divisions include: living expenses, savings, and advancement.

**Clothes versus income.** It is generally concluded that one's clothing division should not exceed 15 per cent of the entire amount of the budget. Our problem is to discuss how this 15 per cent is to be spent most wisely. Before one leaves high school to enter the business world it is well to study different plans of allotting the clothing budget. With this thought in mind we can direct our spending better than the girl who spent exactly half of her first week's salary on a bright new bathing suit. Budget planning or the keeping of any accounts may become very burdensome and impracticable unless the form of procedure is simple, concise, and flexible enough to make necessary adjustments in purchases. How to spend this 15 per cent for clothing is a problem which may vary for each girl. Some of the many factors that influence clothing budget plans are:

1. The amount a girl has to budget. A girl beginning work may have only \$15.00 a week.
2. A girl living away from home may have to appear better dressed and give her business dresses harder wear than the girl who lives at home.
3. It is more profitable to make some articles of clothing, provided that a girl is able to do so easily without sacrificing all of her leisure time.
4. The size of the community and climatic conditions make a difference in so far as they influence the type of garment needed.
5. The type of store that is available influences the cost and selection of purchases. There are advantages or disadvantages for each: the department store with charge accounts and will-call

privileges; the chain store; the installment store; the specialty shop; the mail order house; the direct-selling manufacturer.

6. A girl must be able to distinguish a bargain by knowing which articles may be inexpensively purchased. She must know how to plan her shopping wisely to save time, energy, and money.

To determine what you are going to buy this year depends, of course, upon what you already have in your wardrobe. The simplest plan upon which to base your new purchases is to make an inventory of those articles you are now wearing with an estimate of their cost. Some articles, such as winter coats, are not purchased every year. The wise girl plans the buying of her winter, spring, and dress coat or winter jacket in successive years.

There are various forms of clothing budgets to be found in many good books that deal exclusively with the spending of the income. Study these and set up your own form to suit your particular needs. It may be helpful to keep a daily expense account in a simple notebook of pocket size. One group found the following plan very workable. The budget was based on an income of \$15.00 a week.

#### BUDGET PLAN ALLOTING 15 PER CENT OF THE INCOME FOR CLOTHING

Month	Coats	Dresses, Blouses	Hats	Underclothing	Shoes	Hosiery	Accessories	Occasional Garments	Totals
Estimated per cent of clothing division	50%		5%	12%	12%	11%	6%	4%	100%
Estimated amounts	\$58.00		\$6.00	\$14.00	\$14.00	\$13.00	\$7.00	\$5.00	\$117.00
January . . . . .		1.50		2.00		2.00	1.00		6.50
February . . . . .		1.50			4.00				5.50
March . . . . .	15.00								15.00
April . . . . .		6.00	2.00				1.00		9.00

The following is a suggested list of new purchases in each division:

	ESTIMATED EXPENDITURE	DIVISION TOTALS
Coats		
1 swagger suit .....	\$15.00	
Dresses		
1 wool dress .....	7.00	
2 silk dresses .....	14.00	
2 sweaters .....	3.00	
2 blouses .....	3.00	
3 summer dresses .....	12.00	
1 linen suit .....	3.00	
1 smock .....	1.00	
	<hr/>	58.00
Underclothing		
4 pair panties .....	2.00	
3 brassieres .....	2.00	
1 foundation garment .....	2.00	
3 slips .....	5.00	
2 sleeping garments .....	3.00	
	<hr/>	14.00
Hats		
1 beret .....	.50	
1 felt hat .....	2.00	
1 fabric hat—dark .....	2.00	
1 light fabric or straw hat .....	1.50	
	<hr/>	6.00
Shoes		
1 pair for business .....	5.00	
1 pair for party wear .....	4.00	
1 pair for summer .....	5.00	
	<hr/>	14.00
Hosiery		
20 pairs per year average number .....		13.00

## Accessories

purses, scarfs, handkerchiefs, collar and cuff sets, jewelry .....	7.00
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## Occasional garments

bathing suit, rain cape, umbrella .....	5.00
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GRAND TOTAL \$117.00

## QUESTIONS AND ACTIVITIES

1. Topic for class debate: The girl whose mother manages her salary has more advantages than the girl who manages her own money.
2. How much should the inexperienced shopper know about standards for purchasing clothes?
3. List all the factors that should be decided upon before buying a dress, in order to save time, money and energy.
4. What are the dangers and advantages of will-call, charge account, and installment privileges? Discuss "a sale"; "a bargain."
5. What qualities do you admire in an efficient salesgirl? What qualities should the salesgirl expect from her customer?
6. What does the "purchase on approval" indicate? How costly is it?
7. List the articles of clothing you are wearing today, and estimate the cost.
8. Plan an inventory study of clothing wardrobes of members of your class, and find present standards and costs of your group. Create recommended standards for your school.
9. Plan a clothing budget for yourself to extend over three years. Inventory the garments which you now have as a basis for your new purchases.
10. Find the usual share of a family's income spent for the family's clothing; what share of this might a daughter of high school age have? What shares seem to go to the father and to the mother?

**PROBLEM 2. HOW DO QUALITY AND SERVICEABILITY  
AFFECT YOUR CHOICE OF CLOTHES?**

**Underclothing.** Today undergarments must conform to the line of the silhouette just as they did to the bouffant silhouette of the nineteenth century. They are as much as ever

the foundation for the costume. Bias slips, snug-fitting panties, and the two-way-stretch foundation garment are so designed because of the importance of the "molded figure" silhouette. When clothes mold the figure snugly, every bit of bulkiness reveals itself in the outer appearance of the dress. However, we may still maintain that it is very important that underclothing, brassieres, round garters, bands, and elastics be loose enough for comfort and health. Circulation may be impaired by tight underclothing and bad results in health may follow. Are we ready to say that this period of scant underclothing has strengthened the general health of modern girls? Underclothing today is worn next to the skin, absorbing perspiration and waste from the body, so that frequent laundering of every undergarment is necessary. Materials should be practical and durable enough to withstand much laundering. Rayon, cotton, and silk materials in a variety of kinds and weaves are popular and satisfactory for underclothing. Cotton which can be boiled is excellent for younger girls who give hard wear to undergarments. Knitted weaves in synthetic fibers are very satisfactory because they cling and "give" rather than "bunch" in wearing.

Our color taste in underclothing has greatly improved. Very delicate tints of flesh, tea-rose, or peach, and white are used almost exclusively. Deep colors are considered poor taste. Only for special dresses do we find the slip of unusual coloring. Especially for the younger girl, and for anyone else who cannot afford many sets of underclothing, black undergarments are in poor taste. What other objections could you name? Decoration on underclothing should be simple, conventional, and preferably self-colored. Elaborate, realistic, and colorful designs are not considered good taste. Keep in mind, too, that attractive underclothes can easily become an extravagance to the beginning working girl. Only 12 per cent of the entire amount of the clothing budget is to be spent for underclothing. How many articles should a girl have in her wardrobe to keep her undergarments clean, attractive, and trim? Perhaps you



will enjoy and profit by making some articles of underclothing. Compare the length of wear and the cost of the home-made pure dye silk crepe slip with a ready-made one of the same price.

**Hosiery.** Of the 25 per cent that we are allowed in the clothing budget for the purchase of shoes and stockings, about one-half is for the latter. Well-dressed feet mean much to the general impression made by the young business girl. The hosiery item alone is one of constant expense. It is said that the experience women have gained through seeking good values in hosiery has had a lasting effect. It has made them thoughtful, critical buyers. Cheap stockings and shoes are poor economy. Keep in mind that the feet are the hardest used part of the body, and careless treatment of them may result in serious defects. The fit and size of stockings are important to the comfort of the feet. There should be an easy half inch play in the foot length of stockings. Leg lengths vary, as a rule, in every box of three pairs. Selection of colors in hosiery requires care because the names are often a poor indication of the color, and are constantly being changed for selling purposes. One should watch the stocking color charts in reliable stores to keep abreast of the latest color effects for each season. Color blending between stockings and shoes is an important detail of the ensemble. It is wise to buy more than one pair at a time in order to rotate the wearing of stockings of the same shade. Stockings for winter are usually darker in value than are the summer shades. Do you know the difference between a full-fashioned, semi-fashioned, and seamless stocking? Are you familiar with the gauge indication of quality in hosiery? Is there a definite place for chiffon, service, and semi-service weight stockings? Would you ever knowingly buy "seconds" in stockings? By careful treatment when wearing stockings and when putting them on, and by laundering them after every wearing, the life of a stocking may be prolonged.

**Shoes.** Foot discomfort shows itself in facial expression, in disposition, and in general appearance. Attractive footwear

gives the entire ensemble an improved look. Style in shoes means correctness and simplicity in design and materials, as contrasted with incorrect fit, elaborate design, and cheapness in materials. Again, we emphasize that it does not pay to buy cheap shoes. We shall stress here more the appearance and appropriateness of shoes. The unit "Health as an Asset" discusses the effects of ill-fitting shoes.



Costume and shoes should correspond in type.

Colors, fabrics, leathers, and styles in footwear have become tremendously varied since the day when a girl's selection was limited to only black or brown leather high shoes for winter and white canvas for summer. Today the oxford, pump, and sandal have wide variations in style. Colors may be found to match or contrast with any outfit for daytime or evening wear. The girl with a limited budget must employ conservative taste in footwear, or this item of clothing may become one of great extravagance. The wise girl selects her shoes to fit several costumes in her wardrobe. In general, the darker colors are more appropriate for fall and winter wear. Lighter values make their appearance in spring and summer seasons. It would be impossible to name here all the variations of shoe fabrics and leathers that are in vogue from time to time. For street wear the hard-wearing leathers such as calfskin, pigskin, alligator, and snakeskin are good. Soft kid, moire, suede, satin, metallic fabric, and the more perishable fabrics are better for afternoon and evening social affairs. Of course, materials like kid, patent

leather, and suede may be either dressy or businesslike in appearance according to the style of the shoe.

What determines the style of the shoe? Probably the height of the heel indicates the type of the shoe more than any one thing. Spike heels were never meant for the salesgirl, no matter what her stature. Golf shoes with extremely flat heels are just as inappropriate for the office girl. As a rule, the very high heel is for dressy footwear, appropriate for dancing, teas, and other social functions where support to the foot is not needed as much as it is for daily wear. The very high heel gives an unnatural tilt to the body, and its constant wearing strains the position of the body. The very flat heel is for active sportswear—hiking, golfing, and bicycling. The in-between heels, such as the Cuban, are better for constant wear. Particular attention should be given to the base support of the heel, and to correct fit in length, width, and shank of every shoe.

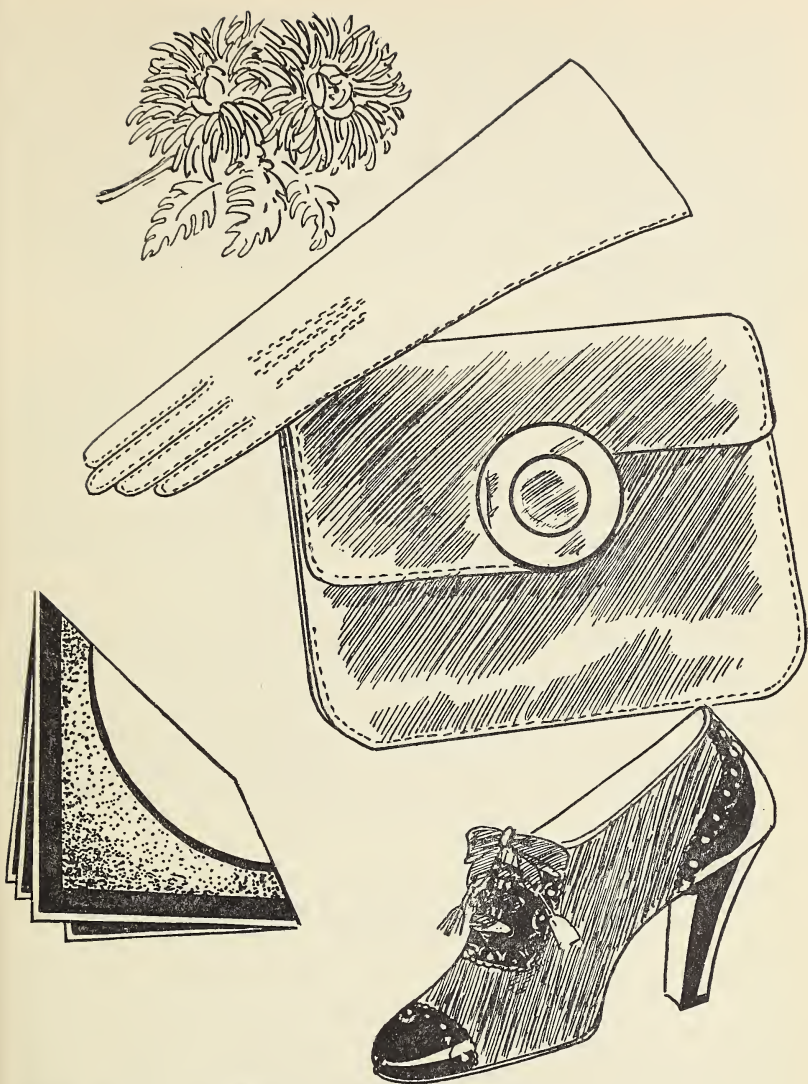
**Dresses.** Good taste in dress selection cannot be thought of without considering the purpose of the dress or the activity for which it is needed. Let us reserve this discussion in detail for the paragraphs on dressing suitably for specific occasions. Dress selection is very important, since our personal appearance is judged by the garments we wear most commonly. Along with line and color study as related to particular figures and personalities, proper dress selection includes the study of quality, cost, and upkeep.

**Outer clothing.** *Hats.* For the past few seasons hats have been numerous in type. Sometimes they are extreme and faddish; usually they are inexpensive. There are sports and dress hats for every season, but the small, close-fitting hat and the beret have been "life-savers" to most girls because of their graceful lines and adaptability to many costumes. The sudden changes in styles of hats have made it almost impossible to wear a hat for more than one season, and this fact has frequently led to the buying of several inexpensive hats each year rather than one or two expensive ones to be carried over for several years.

*Coats.* Coats are a more lasting garment in the wardrobe. Our needs and pocketbooks must be well considered before we invest in a coat. We say "invest" because most girls wear a coat three or four years. Therefore, quality of fabric is essential. A girl who plans her buying well will alternate the years for buying her spring, winter, or dress coat. Outer clothing, too, must have that conservatism in line and style that will be lasting. Color harmony is very apparent in outer clothing. Hats and coats should harmonize with shoes and accessories. All must be planned in detail to be in excellent taste when they are worn together. All must blend, too, with the general color scheme of the dresses.

*Accessories.* Accessories include those articles of dress which, though extras, play a very important part in the distinctiveness and harmony of the entire ensemble. By accessories we mean scarfs, gloves, purses, handkerchiefs, jewelry, collar and cuff sets, belts, and some button trimmings. Hats and shoes are sometimes classified as accessories. The outstanding point in the selection of accessories is that they should harmonize entirely with the type of costume worn. Strictly sport and tailored accessories should never be used with dressy costumes. Most emphatically, accessories of the dressy type should never be worn with street costumes. One small detail of the accessories, the wrong type of handkerchief, for instance, can easily mar the artistic effect of an otherwise harmonizing ensemble. Some accessories seem closely related and may be chosen with relation to one another—for example, shoes, gloves, purse, and scarf with bright touches in harmony with the dress, coat, and hat. Very often, accessories may give a point of emphasis by color contrast to an otherwise uninteresting costume. A red pocketbook and a red dress clip may accent a bit of red trimming on a navy blue hat worn with a navy blue suit. Many interesting combinations of different types of accessories may be used to give quite unusual effects in the ensemble. It is wise to plan several costumes in the season's wardrobe to be worn with the same accessories. Brown





Courtesy Halle Bros. Co., Cleveland

Accessories—the little things in dress that count.



accessories could be worn with a brown tweed suit, a green and brown semi-tailored print dress, or with a brown wool crêpe interwoven with gold threads. If they are of the same color harmony, two different sets of costume accessories will serve the purpose perfectly—one for street and business wear, the other for afternoon and evening party wear. With such planning of these details of the wardrobe, which we call accessories, one can feel well dressed at all times without spending a great amount of money.

### QUESTIONS AND ACTIVITIES

1. Discuss points on styles, materials, weaves, colors, and prices of various types of undergarments in vogue for the high school girl.
2. Discuss advantages of each of the above points with regard to durability, laundering qualities, neatness, and suitability for business, party, or sports wear. Actual illustrations of clothes borrowed from local stores or selected from advertisements are helpful.
3. Compare the prices and wearing qualities of full-fashioned and seamless hose.
4. What does 45-gauge in stockings mean to you?
5. Discuss the appropriateness of shoes now being worn.
6. List and bring to class pictures of shoes that should be included in the high school girl's wardrobe; the business girl's wardrobe.
7. List the bad points about shoes with relation to health.
8. Make a chart of accessories to be worn with (1) school or business clothes, and (2) party clothes. Mount the illustration of the costume with all of the accessories (gloves, purses, shoes, hosiery, and hats) in actual fabric, color, and type.

### PROBLEM 3. TO WHAT EXTENT SHOULD OCCASION AFFECT YOUR SELECTION OF CLOTHES?

**Selecting clothes appropriate to the occasion.** Probably no one thing bespeaks the good taste of a person more than having the correct clothes for every occasion. Knowing how to dress appropriately does not depend upon how many outfits one is able to afford or how becoming they may be. No matter how beautiful, costly, or becoming a transparent velvet dress is, a girl may feel very uncomfortable in it unless she knows when

and where to wear it. It takes thoughtful planning and selecting to be suitably dressed at all times. One should learn to dress so tastefully, becomingly, and appropriately that one is able to forget clothes and to be at ease in them always.

*At home.* Home is the place for relaxation, but never for laxness. A girl should be as particular about her appearance at home as she would be at any other place. A house frock should be practical, trim, attractive, and clean. Compare pajamas with the house frock. Are they considered appropriate? The worn-out party dress is quite out of place in the kitchen, but simple wash dresses or smocks of washable prints are very satisfactory both in wearing qualities and in attractiveness.

Remember that suitable, comfortable footwear is as necessary at home as on the street. Many a girl has developed foot ailments through carelessness about the condition of the shoes which she wears at home. Be cautious about wearing shoes with run-down heels, or old party slippers. Bedroom slippers should be worn for short periods only, preferably in the bedroom. If old stockings are used, be sure they are well mended. Your appearance at home reflects not only your own habits, but also those of your family. If you make a habit of dressing appropriately at home, it will carry into other things you do.

*When lounging.* The bedroom is the place in which those garments are worn which mean so much to feminine comfort



Courtesy Halle Bros. Co.,  
Cleveland

**Flannel robe and pajamas  
for lounging.**

and relaxation. By these we mean nightgowns, sleeping pajamas, lounging pajamas, bathrobes, negligees, and bedroom slippers. Lounging pajamas are usually made of heavy silk, corduroy, or flannel, and they serve the same purpose as a bathrobe. Recently they have been accepted as a lounging garment to be worn during leisure hours at home. A girl with high ideals of correct dress is, of course, particular about her lounging habits. The bathrobe or negligee is to be worn over sleeping garments. Negligees are usually elaborate in style, dainty in color, soft and light in material. Bathrobes are more tailored and practical. Summer and winter materials vary with fashion: terry cloth, seersucker, moire, and brocade for summer; flannel, corduroy, blanketing, and quilted silk for winter. In the matter of colors for these garments, you can do just about as you please without fear of offending good taste. The privacy of your bedroom permits experimentation with colors and the indulgence of a secret craving for bright or pale hues which might not be becoming elsewhere.

As feminine taste demands, bedroom slippers vary in fabric and style from the sandal with flapping toe and no heel and the sophisticated, noisy "mule" with high heel to the practical felt or leather slipper with back support and low heel. Your choice depends upon your needs and upon your consideration for other members of your family. Try to harmonize your bedroom slippers in type and color with your lounging garments.

*At school or business.* Clothes for business or school should be primarily "smart in their simplicity." Many of the semi-sports frocks are most appropriate for business. Plain but distinctive lines in school or business dress, with just the right touches in accessories, are most attractive. In business one should look successful. Knitted fabrics in suits or dresses are very satisfactory because they need little pressing. Clothes for work should be designed so that they do not in any way hamper one's efficiency. A black, semi-tailored crepe dress is practical for the business girl if its lines are adaptable to the use of several collar and cuff sets to give it variety. Very little

jewelry is considered appropriate for school or business. Only the right piece is in good taste, and earrings of any type are not correct. Clips and buckles should correspond with the fabric and style of dress with which they are used. Colors in business or school apparel should not be so intense that they become tiresome and distracting. Dark and medium colors in fabrics of good quality are in good taste. In the school laboratory and in business offices in which the nature of the work permits their use, smocks are convenient garments to have. They should, however, always be fresh, clean, and attractive. A girl in a soiled or wrinkled smock is not an asset to any schoolroom or place of business.

*On the street.* The same characteristics that apply to business dress apply also to street clothes. The people you admire on the street are those dressed with refined taste, quiet dignity, distinctive style, and in fabrics of good quality. In other words, the best dressed girls in school are those who do

not attract undue attention because of lavishness and extremes in dress. Tailored lines such as we find in the spectator sports costumes of today are in good taste for general street wear.

*For sports.* When we think of the sports costume, two types



Courtesy Halle Bros. Co., Cleveland

Dresses suitable for school or business—smart in their simplicity.



of dress come to mind: the active sports costume, and the spectator sports costume. By the first we mean the costume

worn by the girl who is actively engaged in sports. By the spectator sports dress we mean the semi-sports costume worn by the onlooker. This costume has become suitable for various other occasions such as school, business, street, church, or general wear. The same characteristics that have been stressed in the foregoing paragraphs describe this spectator sports costume. This costume is becoming to everyone because styles and fabrics are so varied.

For active sports, fashion has decreed specific costumes: shorts and "slacks" for bicycling and roller skating; long woolen trousers and jackets for coasting, skating, and skiing; bathing suits and beach pajamas for swimming and the beach; riding habits for horseback riding; backless and sleeveless dresses for tennis. Each of these costumes is especially designed to give freedom of movement and comfort while one is actively taking part in a particular sport. The main point to stress in relation to the wearing of the active sports costume is its appropriateness to the activity. To

promenade conspicuously in such a costume or to wear it out of place is decidedly in bad taste.

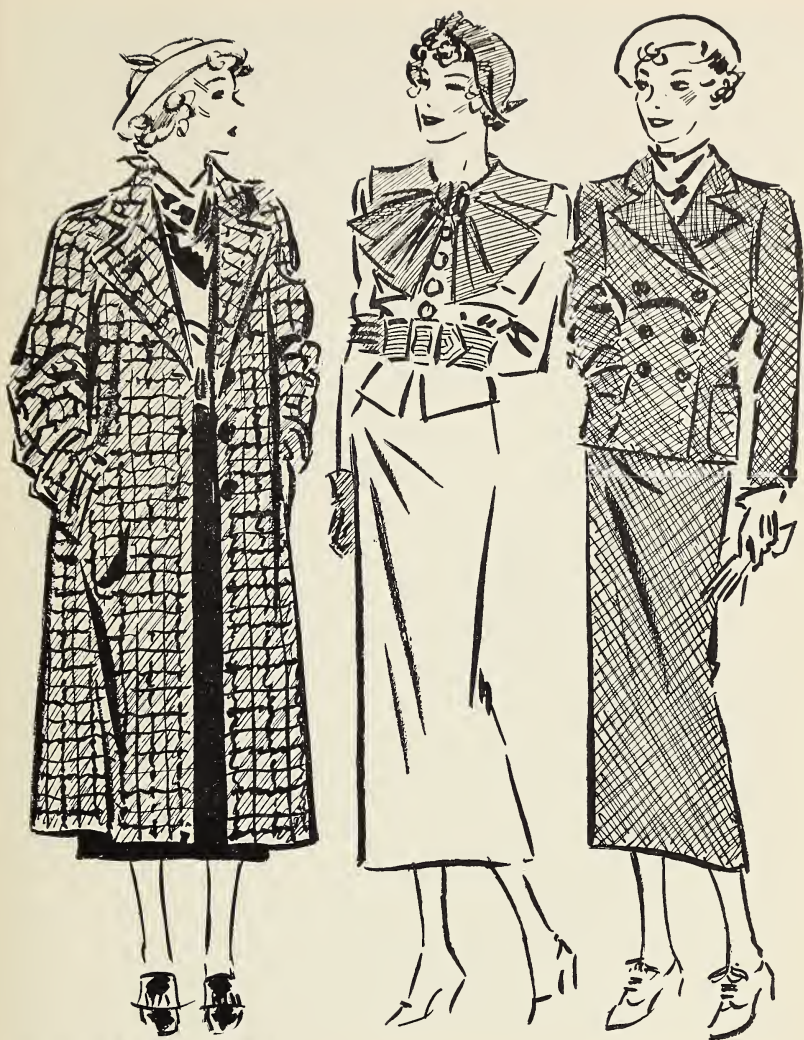
*For parties.* Social functions today include many kinds of parties, such as the luncheon, the afternoon tea, the bridge party, the informal or formal dinner, and the informal or



Courtesy Halle Bros. Co.,  
Cleveland

**The costume for active sports wear should be both comfortable and suitable.**





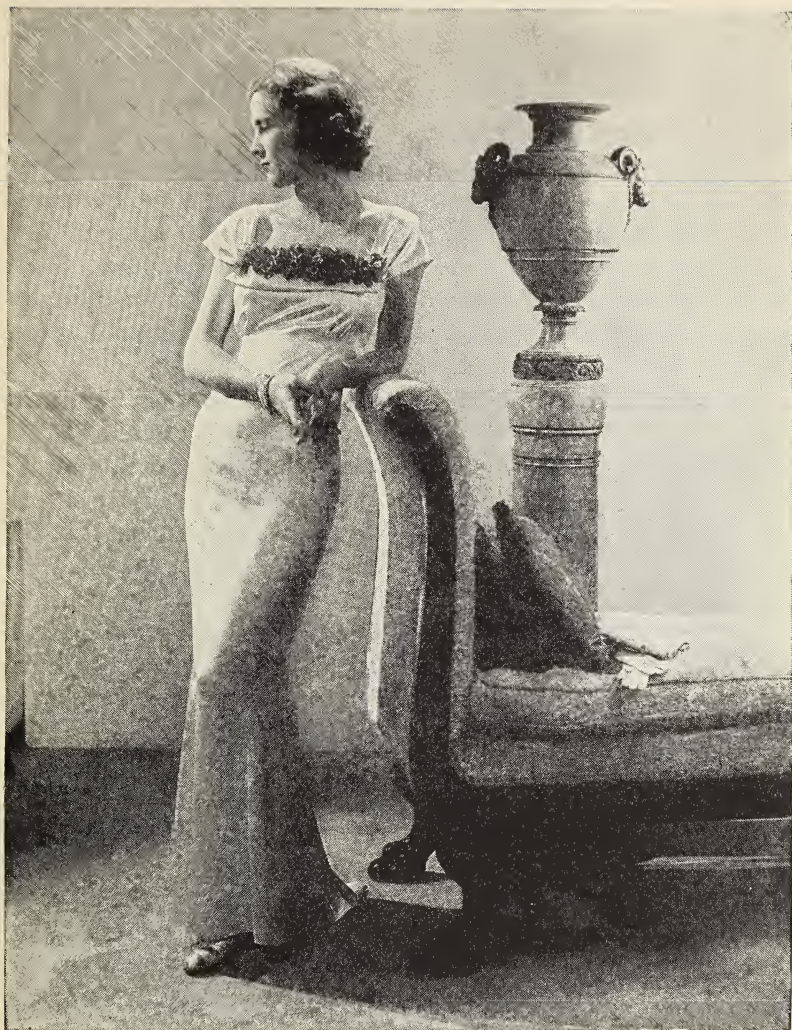
Courtesy Halle Bros. Co., Cleveland

Correct street dress for the high school girl is characterized by its simplicity, suitability, and becomingness.

formal dancing party. Frocks worn at afternoon and evening parties are distinguished from the more severe ones worn on the street by softness and elaborateness of materials and by irregularity or extremeness of lines. In the afternoon, however, the restrictions of time and place prevent the wearing of too vivid colors, too elaborate materials, too extreme lines, or too great an amount of jewelry. Attention may be given instead to distinctiveness of color, lines, and trimming, selecting what is just right for *you*. Extremely long skirts, shimmering materials, and elaborate jewelry that does not harmonize beautifully with the other points of emphasis in the costume will make one feel out of place at most afternoon affairs. Many semi-sports or spectator sports frocks are perfectly proper for afternoon social functions.

The wise girl selects her afternoon party dress with the thought of wearing it more than once or twice. With a little alteration it may be added to her business wardrobe when she tires of wearing it as an afternoon dress. The elaborateness of party dresses makes them easily remembered. One regrets being singled out too many times in the same party frock. For that reason it does not pay to invest too heavily in these costumes for occasional wearing. This last statement is especially significant with reference to semi-formal or formal dresses.

What distinguishes the formal party frock from the informal? Its elaborateness and extremeness are in keeping with the character of the formal party, with its formal invitations, escorts in full dress suits or tuxedos, transportation in taxicabs or limousines, and unusual settings in clubs or hotels. At no time are girls so lovely and flower-like in appearance as at the formal party. Severity in dress gives way to glistening jewelry, to long gloves, to glamorous metallic crêpes, velvets, and taffetas, and to extremes in neck lines and silhouettes. The graceful "touching the ground" length is accepted today as a requisite of the formal party frock. Of course, the young girl in her teens should take care not to dress beyond her years nor with too much elaborateness, lest her girlish simplicity be re-



"Directoire Revival"—Courtesy "Vogue Pattern Book," October-November, 1934

A formal party frock—charmingly simple, youthful, and graceful.

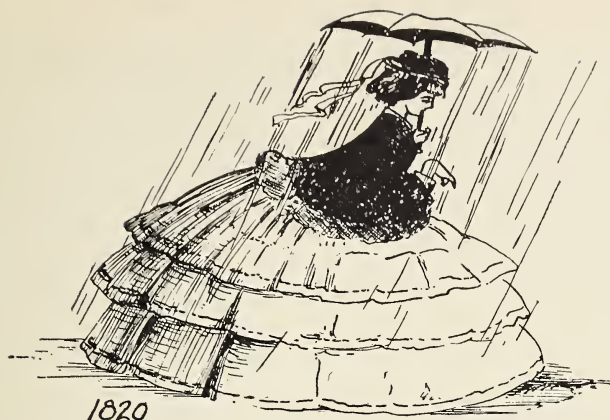


placed by sophistication. In addition, one must be mindful of the fact that with formal party costume the entire ensemble of dress, shoes, wrap, and accessories must conform in exquisiteness and appropriateness to the regulations that fashion decrees at the particular time.

*When traveling.* The good taste that applies to street dress should be even more evident in one's appearance when traveling. The same quiet dignity that bespeaks the manner of a well-bred person is expressed in her traveling costume. One's traveling clothes in this age of airplane, bus, or train transportation indicate that quality is of greater importance than the number of clothes carried. Line, quality of fabric, and style help one achieve smartness in appearance. Well-tailored suits are in excellent taste. Colors for the most part should be subdued and rich in quality. Materials that do not wrinkle or show soil are most satisfactory. Accessories such as purses, gloves, scarfs, bags, and umbrellas should harmonize with the costume either by repeating or by contrasting harmoniously with its color scheme.

When traveling, one's manner should attract no more attention than should one's clothes. Nothing so marks the inexperienced or ignorant traveler as inappropriate costume, the over-use of cosmetics or perfumes, and conspicuous behavior. When traveling, one should cultivate in conduct and manner the good taste and refinement that reflect good breeding.

*For the rainy day.* Rain capes, coats, hats, and umbrellas in gay, attractive colors do much to brighten the mood of a rainy day. Their styles and fabrics are varied and should be *practical*. Snug-fitting rubbers and galoshes, too, may be purchased in a variety of harmonious brown and black rubberized fabrics. Garments for stormy weather are more necessary in some climates than in others; but when needed they are very essential to protect both clothing and health. The important point in the purchase of an umbrella and all rain clothes is that the fabrics must be waterproof. The distinctive dresser will plan the colors in her rain apparel to harmonize with one another and with the general color scheme of her entire ensemble.



Let it rain.



## QUESTIONS AND ACTIVITIES

1. Select from fashion magazines: a business dress, an informal party dress, and a sports costume for yourself. Indicate the suitability of the costume both to you and to its function.
2. Would you include a bouclé or knitted costume in the business girl's wardrobe? Why?
3. Each girl may bring to class several examples of jewelry accessories for a class collection. Group them in good and poor combinations for particular types of costumes.
4. Distinguish between a formal and an informal party dress.
5. What are the essentials necessary in selecting a dress for active sports?
6. Why is *simplicity* emphasized so much with girls of high school age?
7. Does self-assurance always accompany the well-dressed girl?
8. Should clothes absorb all of a girl's interest? What are the dangers involved?
9. List other interests that should be developed by a wholesome, alert high school girl.

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"Children of Charles I" by Van Dyke.  
"Elegant simplicity" is desirable in dress.

## *Unit Four*

### SUPERVISING ONE'S WARDROBE

The mother, wi' her needles and her sheers,  
Gars auld claes look amaist as weel's the new.

—Robert Burns.

#### PROBLEM 1. WHAT CARE SHOULD BE GIVEN CLOTHES EVERY DAY TO MAKE ONE APPEAR WELL-GROOMED?

An orderly, attractive place for clothes. It is one thing for a girl to know how to select new clothing to make the best possible appearance, and quite another problem to look after and care for these same clothes. How the garment adds to or detracts from her general appearance is a matter extending over a long space of time, and involves the care and upkeep of the garment until she is through wearing it. It is this detailed and systematic care that differentiates the well-groomed girl from the one who always has an untidy, careless look. For, "When carelessness comes in at the door, beauty goes out the window."

Today, when personality and personal appearance mean so much to one's reputation and success, a girl can scarcely afford to tolerate a missing fastener, an ugly spot, a soiled collar, or a rip in her clothing. To cultivate habits that will systematically make the care of her wardrobe the lightest possible burden is the efficient way to handle the problem of upkeep of clothes. The girl who is particular about the care of her body will not be satisfied until this same exactness extends to the care of her clothes. Everyone knows that through regular inspection, more than through intensive occasional care, upkeep is lightened and the wear of garments is lengthened.

One cannot form good habits in the care of clothing without

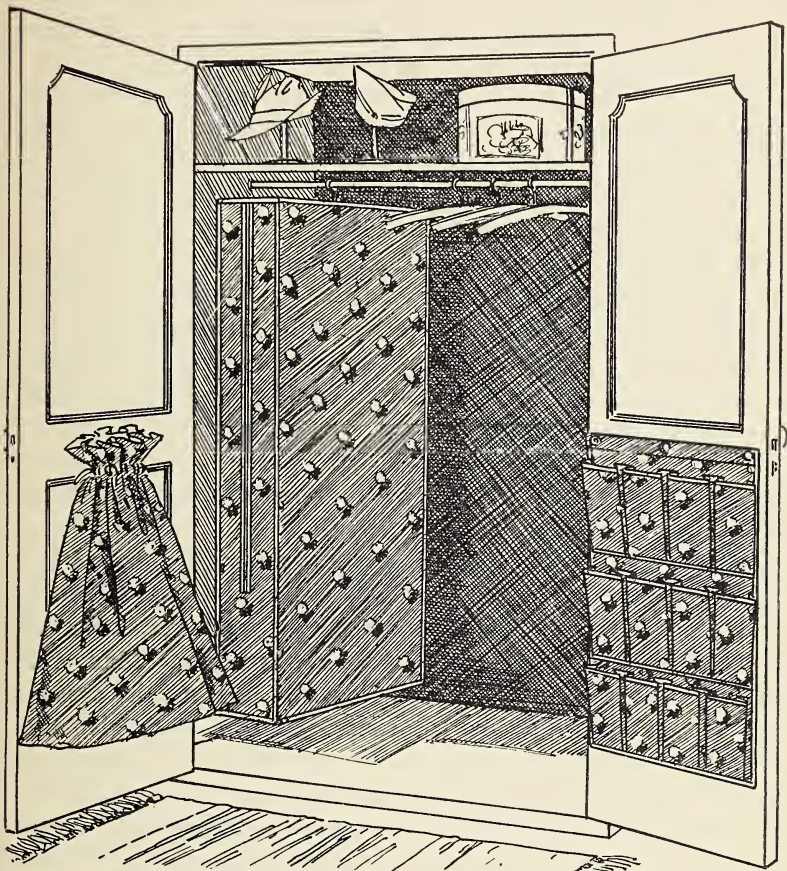
having the necessary tools at hand or without having a specific place for every article of clothing. Therefore, a specific plan should be followed. A visit to the notion department of one of the large stores will convince one that the care of clothing may be a pleasurable task. The ingenuity and attractiveness of the many modern conveniences for the upkeep of the wardrobe should make anyone enthusiastic and almost extravagant in planning. Colorful hat standards, covered hangers, attractively covered boxes of every description, dress covers, shoe tree contraptions, and mending kits should be received with keen enthusiasm and should start any girl on the right path for a well-cared-for wardrobe. To buy all these details ready-made is expensive. The ingenious girl can do much herself in a simple, inexpensive, but effective way by covering and painting these articles herself.

The plan of the clothes closet is important for the care and orderliness of garments. The use of closet space must, of course, be so regulated that it suits the convenience of the family. A large, long closet is ideal for a girl's wardrobe, but many girls have a very small closet, and often they must share this with a sister. A center pole on which hangers may be placed conveniently is a space saver. A few hooks around the wall boards of the closet are handy for hanging special garments such as aprons, pajamas, and kimonos. If the closet is extremely small, one must resort to using the inside of the closet door for hooks and shoe racks. Every clothes closet should have at least one shelf at one end or the other for hat and storage boxes. If you are having difficulty in keeping your clothes in order, re-plan your closet. Convenient changes can easily be made. The same orderliness that is associated with the clothes closet should be transferred to the drawer space of dressers and chests. Undergarments and other small articles of wearing apparel should be kept neatly folded in drawers.

**Care of coats and hats.** The time to inspect clothes for needed repair is immediately after one has worn them. To leave them until the next day or until the next wearing means



that more damage is done and the repairing problem is a bigger task. Any soil, dust, or lint that clings to the garment seeps



Courtesy Halle Bros. Co., Cleveland

**Order in the clothes closet aids in good grooming and saves wear and tear on clothes.**

deeper into it and mars the material as well as the appearance of the garment. One knows best at the time a garment is being removed whether a fastening is loose or missing. Inspect then for any repairs and at the same time brush the garment

before placing it on a hanger in the closet. A whisk broom is good for brushing heavy garments. A smaller brush with softer bristles is better for lighter garments and hats. Outer clothing, hats and coats, accumulate much dust in even a single wearing. In sections of cities where soot is very prevalent in winter, it is well to cover garments every night to save them from soil that sifts through cracks and open windows. Brush these outer garments with the nap of the fabric or fur, in seams, around pockets, under collars and cuffs, and at hem lines where dust is more apt to cling.

Coverings are important to keep garments in clean condition for daily or occasional wear. Attractive cotton prints, cellophane, and other practical materials are available for garment covers. These are very acceptable as gifts, but one hesitates to spend much on these extras. Old nightgowns and sheets make excellent individual covers or "closet throws" for the entire line of garments in the closet. There is no problem or heavy expense to making simple dress and coat covers of print or muslin materials.

**Dresses.** Dresses that are worn every day need daily checking. If repairs are made before one retires at night rather than being left until morning, much worry and confusion are avoided. Woolen garments need a daily brushing. Many summer and winter fabrics that wrinkle easily need a daily pressing in order to have a trim appearance. It is well to give non-washable dresses an airing over the week-end to freshen their wear after one has worn them several days. Wearing a dress for two days is preferable to wearing it for five successive days. Perhaps on the days when one is not wearing the dress it could air wrong side out in a cool place such as on a closed porch. Much annoyance and loss of time may be avoided if loose or missing fastenings are repaired, ripped stitchings are caught, hemlines are replaced before garments are worn.

Dress hangers are of many kinds. Small padded hangers are especially suited to use with dresses. Large coat hangers, if used for dresses, may push the shoulders or sleeves out of

place. Be cautious about hanging sweaters or other knitted wear on hangers. Knitted garments should be kept folded in a drawer to preserve their shape. Evening dresses worn only occasionally will look and wear better if kept in boxes rather than hanging in a closet from one wearing to another. Skirts keep their shape better, too, if hung on their own special hangers. Many school and business girls preserve the looks and wear of their dresses by changing them in the evening for trim, attractive house frocks or smocks.

Perspiration and body odors are stubborn and disagreeable problems to solve. We cannot be too fastidious about body cleanliness. By this we mean not only the daily bath and clean habits generally, but also the matter of using deodorants. Perspiration odors cling to clothes and are more detectable by others than by ourselves. Again we say that no girl can be too particular about body cleanliness because it is directly reflected in outward appearance and reputation. The girl with oily skin must be particularly cautious because not only perspiration odor is evident but oil from the body will make an unsightly appearance on clothes. The unit, "Careful Grooming," fully stresses the importance of body cleanliness.

**Shoes.** The best time to inspect shoes is when one is removing them. A small shoe cleaning pad that slips over the hand is excellent to wipe over the shoe and heels to take off the day's dust. Glance at the heels and soles; and if they are worn, have them repaired immediately. There are various kinds of cleaners and brushes for the many types of shoe fabrics in vogue today. For your convenience, have a special, convenient place in which to keep all these shoe appliances. Use them frequently if necessary. When you are wearing white shoes, be sure they are kept white. Shoes need airing, too. An extra pair of shoes to be worn alternately will prolong the wear and good appearance of footwear. Having a place for shoes—a box, bag, or rack, rather than placing them on the floor—will give your clothes closet a neater appearance. Shoe trees aid in keeping the shape of shoes, but should not be so large as to stretch the

shoe out of line. Party slippers, worn occasionally, keep in better condition if stuffed with paper. With modern over-shoes or galoshes there is no excuse, even in stormy weather, for not preserving the looks of footwear.

**Stockings and undergarments.** Perhaps no one thing has done so much to train the modern girl in regular habits of cleanliness as the wearing of silk hosiery. Through expensive experience she has come to know that only by immediate care in catching runs, darning worn places, and daily laundering of stockings, can she make hose last and lessen her expenses. This same regularity in the care of hosiery has been carried over to the care and wear of undergarments. Underclothes and hosiery must be fresh and clean. Systematic care makes the task easier. The modern girl makes the quick washing of hosiery and undergarments part of her daily routine. She is not content to wear soiled underclothing or to tolerate them about her room. With the modern knitted weaves of the various fabrics for underclothing, laundering is a simple process and the amount of ironing is greatly reduced.

**Accessories.** These additional articles that are important details of the ensemble usually stand out because they are in contrast to the general scheme of the costume. For this reason their freshness is important. Collar and cuff trimmings, scarfs, gloves, and purses must be immaculate to appear to the best advantage. Jewelry, belts, and buckles in a dilapidated state, or a soiled handkerchief may attract adverse criticism. They may harm the ensemble more than they add to the good looks of the costume. A laxness in habits is evident when one feels compelled to apologize for the appearance of one's gloves, the inside of one's purse, or the condition of a powder puff or compact. Regularity in the care of one's costume and oneself results in a well-groomed appearance. Much of the success in the care of our clothes comes not only through the regularity of caring for them but also in having a place for everything and in having everything in its place. Order in the clothes



closet, dresser drawers, or hall closet does much to lighten tasks and gives pleasure in doing them.

### QUESTIONS AND ACTIVITIES

1. Bring to class pictures and information about various equipment and arrangements for clothes closets.
2. Make a plan of your clothes closet, suggesting ways of improving its arrangement.
3. Discuss garment covers. Tell why they are important.
4. Make a full list of all the clothes closet conveniences that you would like to own.
5. What plans might be tried to improve the order of dresser drawers?
6. Is it advisable to have shoes placed neatly on the floor of one's closet? Why?
7. How important is the care of gloves to one's personal appearance? What care should be given specific kinds?
8. List the ways in which you took meticulous care of your clothing before you retired last night.
9. What is your opinion of the girl whose coat is a mass of wrinkles?
10. Form groups to make various inexpensive but effective articles for the clothes closet, such as covered hangers, garment covers, shoe racks, laundry bags.
11. Examine the closet facilities for outside garments of all members of your family—coats, hats, rubbers, etc. Get your father interested in going over a "surprise improvement" and helping you to install it.

### PROBLEM 2. WHAT OTHER SPECIAL CARE DO CLOTHES REQUIRE?

**Laundering the various fabrics.** *Special care* refers to the attention that clothes are given in addition to the daily brushing, airing, and inspecting. The most frequent kind of special care is the laundering of garments, the actual washing with soap and water. We have already mentioned the fact that the daily laundering of stockings and undergarments has become part of the regular routine for the fastidious modern girl. Not all garments of outer clothing lend themselves easily to laundering; some may dry clean more effectively. One should study



the fiber and type of a garment before deciding which method is better suited for cleaning it. Would you give a wool jacket suit the same tubbing that a linen suit requires? Washing a garment in soap and water means that its tailored newness is temporarily gone. In laundering a wool suit, one must understand much about pressing to bring back the original new appearance. Seam lines that carry the style of the garment are difficult to restore to original newness in some silk or wool costumes after they are laundered. However, no method of cleaning is quite so effective as actual laundering. After dry cleaning a garment several times, no matter what type or style it may be, some people think that washing is the only effective way finally to freshen it. Mending, altering, and spot removing should be done before using either method of cleaning.

Laundering methods affect the various fibers in different ways. A microscopic study of the fibers involved gives much enlightenment as to the reason for their treatment. Wool, silk, rayon, cotton, and linen fibers when inspected closely differ greatly in appearance. This difference influences their treatment with soap and water. Wool and silk are of animal origin; while cotton, linen, and rayon or the synthetic fibers are of vegetable origin. Therefore, soaps and the temperature of water used in laundering affect each group of fibers differently.

Soaps may be purchased in cake, flake, or powder form and are termed mild or strong with respect to the amount of alkali used in their manufacture. Alkalis that are used in making laundry soaps are usually washing soda or lye. The proportion of alkali indicates the mildness or strength of the soap. The chemical action of these alkalis is greater with increasing heat of the water; and if the alkali is too strong it is more destructive to some fibers than to others. There are several good, mild cake, flake, and bead soaps on the market today that experience has proved suitable for the general laundering of delicate garments. It is perfectly possible to determine the amount of alkali in cake soaps, flakes, and powders. If you wish to compare these various soaps for alkali content, make similar

solutions, using equal amounts of each soap with like amounts of water of the same temperature. Red litmus paper may then be dropped simultaneously into each solution. The amount of alkali in each will be determined by the speed with which the paper turns blue. Any mild soap that is effective for a shampoo is strong enough for the laundering of fine garments. A smooth, sudsy solution is always better than clear water and a cake soap. For this reason flake and bead soaps are more practical because they dissolve more readily.

Rayon, although it is of vegetable origin, through its chemical treatment in manufacture is a delicate fiber and must be treated with the same caution as silk. By rayon we mean all types of synthetic fibers such as bemberg, acetate, and celanese. Both silk and rayon must be laundered in only moderately warm, sudsy water. Squeeze the suds through the garment abundantly, shaking it up and down in the water. Hard rubbing and twisting of these delicate fabrics are harmful. It is more satisfactory to squeeze out the excess water. Garments should be rinsed well in clear, lukewarm water to eliminate all traces of soapsuds, which will rot the fiber if allowed to remain in the garment. Synthetic fibers become heavy and weak when wet; and if water is not squeezed out, it will tend to stretch the fiber and shorten the wear of the garment. When rayon is dried, however, the original strength returns, and we find the synthetic fibers, such as celanese, bemberg, and others, very satisfactory for many articles of wearing apparel. It is well to wrap wet silk or rayon garments in a bath towel to absorb the excess moisture. Silk materials may be ironed while damp, but rayon usually presses better when it is dry. It is important with silk and rayon to use only a moderately warm iron for pressing, as both fibers scorch very quickly. Silk becomes yellow, while rayons may be dissolved with heat and may be permanently destroyed.

The treatment of wool is similar to that of silk and rayon in laundering. Mild soapsuds and lukewarm water, both for the washing and for the several rinsings, are very necessary in the

successful washing of wool garments. Heat, hard rubbing, and alkalis may interlock the tiny scales of wool fiber, and may result in the shrinking and stiffening of the wool. Therefore, with wool more than with any other fiber one must be very careful to use lukewarm washing water instead of hot water; to squeeze instead of rub or wring; and to use mild soapsuds rather than strong. It is well to measure wool garments, especially knitted articles, before they are laundered. Place them on a towel on a flat surface to dry, adjusting and patting them to the original measurements.

Silk, wool, or rayon garments should be pressed on the wrong side with a pressing cloth. If a dampened pressing-cloth is used on seams and pleats, use it over a dry cloth on the wrong side of the garment to prevent water spots. Pressing on the right side leaves a permanent shine. Make sure the iron is clean and only moderately warm. Cotton and linen may be ironed on the right side but they will look better if seams and pleats, or the entire garment, are gone over quickly on the wrong side first and then ironed finally on the right side.

The vegetable fibers, cotton and linen, are not so sensitive to heat and alkalis. It is well to soak them in cold water for a few hours before laundering, to loosen soil. The garments should then be washed in hot water. White cotton or linen may be boiled for five or ten minutes in soapy water to whiten the fabric. Either fabric may be rinsed in warm and then in cool water to which a few drops of bluing have been added. If starch is to be used, its thickness is dependent upon the desired stiffness. To make ironing easier, wrinkles should be smoothed out before drying.

In the laundering of all garments it is well to remember that any garment washes easier and looks better if it is not worn in a too soiled state. The washing process may begin lightly on the right side; then the garment may be turned to the wrong side for the bulk of the washing and finishing. Remember that the sun is an excellent bleacher for white cotton, and that colored fabrics should be dried in the shade. Fabrics that are

not color fast need careful handling and, according to the fiber, need individual treatment. Generally speaking, wash a highly-colored fabric as quickly as possible in separate water. Roll it quickly in an old but clean bath towel; finally, shake the garment in the open until it is quite dry.

**Dry cleaning and removing spots.** Wool and silk coats, suits, dresses, and such garments as are worn only occasionally through an entire season and do not launder satisfactorily, may be dry cleaned. In the main, dry cleaning is the commercial method of cleaning with gasoline, naphtha, benzine, or like solutions that are highly inflammable, explosive, and, therefore, dangerous. Garments that are dry cleaned hold their shape, luster, and lines well. To reduce expenses, some women prefer to attempt dry cleaning at home. The home method is cheaper, but not safer. Commercial establishments by law must conform to safety measures in the handling of the dangerous solvents used in dry cleaning. The risk of having a serious accident at home does not justify the money saved. It is advisable to dispense with home dry cleaning and let the commercial cleaner do the work. To gain the best result in dry cleaning, spots other than ordinary general soil must be detected, analyzed, and removed before the general cleaning of the garment. Some spots and stains may be removed perfectly at home; but unless one is sure of the reaction of the solvent in removing the spot, it does not pay to experiment. There are certain commercial cleaners in powder or non-inflammable liquid form that have proved themselves worth while in removing some spots and stains. It is not necessary today to tolerate a single spot, when newspapers, magazines, and books are so numerous in practical suggestions on the matter of keeping one's clothes "spotless." Spots label a girl's appearance and habits as being careless and ungroomed. It should be an easy matter for the modern girl to find an authoritative method of removing spots from any fabric.

There are three kinds of stain and spot removers, classified according to their reaction in use: (1) *absorbents* such as

chalk, starch, fullers' earth, and salt; (2) *solvents* such as naphtha, benzine, turpentine, and chloroform; (3) *bleaches* such as oxalic acid, Javelle water, hydrogen peroxide, lemon juice, and sunshine. With all of these reagents one must know the particular reaction and the method to be used on various fibers and fabrics. In removing spots and stains always try



Correct materials and procedure for removing spots are essential for good results.

the weakest reagent first, and always wash this out thoroughly to prevent the fiber from rotting. Some common, safe, and effective home remedies for removing a great many stains are hot or cold water, lemon juice and salt, vinegar and ammonia, and sunlight. It is impossible to remember the many kinds of stains that are commonly found, their proper reagents, method of procedure, and results obtained. It is better to have on hand a good source book for finding the necessary information when an accident occurs. A few points to remember in removing any stain or spot are :

1. Lose no time in acting quickly while the stain is fresh.
2. Work quickly and skillfully.
3. Clip a piece of the same material, if rubbing is necessary. This holds the color of the fabric.



4. Have all materials and equipment ready before beginning.
5. Test out the fabric and the reagent, if possible, on the back of the hem.
6. Try the mildest reagents first.
7. Wash out thoroughly the reagents used.

**Storing winter and summer garments.** The storing of winter garments is a more difficult problem than the storing of summer apparel. The dangers of breeding moths and the damage done by them to winter fabrics need careful attention through the summer months. Moths breed freely where soil and odors exist. Winter garments should be thoroughly aired in the sunshine, brushed, lightly beaten, and, if possible, dry cleaned before storing them. This applies especially to heavy woolen and fur or fur-trimmed garments. If space is limited, it pays to store valuable clothing in a shop established for that purpose rather than to risk the dangers of amateur storage methods. The rate of storage is based on the value of the garment. Commercial storage rates vary from one to three dollars for each hundred dollar valuation.

Garments may be stored satisfactorily at home by folding them carefully with tissue paper inserted between the folds; then pack them in large suit boxes, cedar bags, boxes, or chests which are moth-tight. Cedar odor, moth balls, and moth-proof powders restrict the breeding of moths. The main point, however, in any storage process is not only how moth-proof the packing has been made, but how clean and free from moths the garments were before they were stored.

Summer garments are more simple to store because moths do not breed in summer fabrics as readily as in winter garments. Washable garments should be packed in boxes in a freshly laundered, unstarched, unironed condition. Mildew will appear if clothes are put away damp. If starch is allowed to remain in dry clothes when they are stored away, it may rot the fabric. Do not keep clothes on hangers from one season to another. By neatly packing them in boxes one may avoid accumulated dust and stretching seam lines. If all fabrics are

stored away in a fresh, clean condition, the clothes problem of the following season is greatly lightened.

### QUESTIONS AND ACTIVITIES

1. What care should be taken in the laundering of the five different fibers?
2. Describe the types of soaps that are good for laundering purposes.
3. How does the temperature of the iron affect the various fibers in pressing? How do the methods for pressing vary for each fiber? How should velvet be pressed?
4. What characteristics should a fabric have in order to launder successfully? What care in laundering should colored fabrics have?
5. When is it time to store the season's clothing? How can you help with this?
6. What precautions should be taken with the care of clothes to keep them free from moths?
7. Why is much caution necessary in home dry cleaning?
8. What is the effect of dry cleaning on fabrics, as compared with laundering?
9. Give the important points to remember in removing any spot or stain.
10. List the most common stains that occur on your clothes. Report on the methods for removing them after you have looked them up in the suggested references.
11. What common household remedies for removing stains should be known to every girl?
12. What are the advantages of commercial storage?

### PROBLEM 3. HOW CAN I MAKE MY CLOTHES LAST LONGER?

**Repairing and darning.** Because one is not skillful or experienced in making a dress successfully, the conclusion must not be drawn that one cannot keep one's clothing in excellent condition. Some girls who have never made and never expect to make a dress for themselves are exacting enough about their appearance to train themselves to become excellent menders. It is wise to be thrifty about repairing one's garments for economy's sake as well as for giving one's appearance a well-kept look.

Repairing of any kind is more quickly and enjoyably done if mending materials are kept conveniently in one special place. Some common materials that a mending kit should include are a crewel needle for darning; a #8 sewing needle; a snug-fitting thimble; mercerized darning cotton of two or three shades common to the color of hose; silk and mercerized sewing thread



**"A stitch in time saves nine"  
with a convenient mending  
kit.**

of black, white, tan, brown, or any color common in the ensemble for general mending; 00 snap fasteners; a small darning ball; a small pair of scissors.

Bias seam lines have increased breaks in the stitching of wearing apparel. These can be restitched easily. If long tears occur in inconspicuous places, they can be stitched on the wrong side of the garment. A rip can be made to look quite unnoticeable, if carefully seamed and pressed on the wrong side to flatten it. When small tears, worn places, or small holes occur in the body of the garment or in the feet of hose, other methods of mending must be used. Depending upon the size and the shape of the tear or hole and the kind of material in the garment, one must decide whether patching or darning would be more practical and beneficial.

In darning, a tear is drawn together or a hole is filled in with ravelings of the same material or matching threads which are interwoven as in weaving. Care must be taken to darn closely, evenly, not too tightly, and well beyond the exact tear. Darning may be done skillfully on either the right or the wrong side of the garment depending upon the place of the tear or the worn place, and the thickness of the material to be mended. The bothersome three-cornered tear, the diagonal, or straight tear in wool garments can be very satisfactorily darned. Additional pieces of the same material as the garment, mending tissue, and adhesive tape are aids in reënforcing tears or worn places. Sew over and through them. Darning with the sewing machine is strong but conspicuous and should be done only on sheets, pillow cases, and other household articles where strength is more necessary than appearance.

When holes are large and material is washable, it saves more time and is more practicable to patch instead of darn. The hole is then filled in with an extra piece of material. In patching, the figure and color of the garment must be exactly matched with the patch. The hole is trimmed to a square or rectangle, and the additional patch is placed on the wrong side. Patches may be hemmed by hand, stitched, or darned, depending upon the material and type of the garment. The final pressing of darns and patches means much to their appearance on outer garments.

"Runs" in stockings are commonly mended by overhanding with fine matching darning thread. Make sure that you catch the loose loops at both ends of the run. Runs can be caught in the weave by stocking mending machines, or by hand with a crochet hook or a special mending needle. These latter methods are slower and more tedious, but the result is less conspicuous than that of overhanding.

**Proper fastenings.** A pinned placket in a skirt, a pin in the front of a blouse or in any place on wearing apparel speaks for itself regarding untidiness and carelessness. A pinned place on your dress can always be detected as such. No pin

can ever give that smooth line and the right closing that the correct fastening does. Hooks and eyes, or loops are more secure if used where there is pull and strain. Snap-fasteners neatly hold edges together where the strain is not too great. No matter how attractive a button may be, if the corners of the buttonhole are ragged this condition detracts from the pretty button trimming. Because they are out of harmony, the wrong things in dress somehow catch the eye more quickly than the smooth, even, correct things. Every high school girl should know how to sew on buttons, hooks, eyes, and snap-fasteners. She should know also how to make a bound buttonhole, a buttonhole loop, and any common detail of closing that is in vogue.

**Tinting and dyeing.** Much enjoyment and satisfaction may be had from refreshing one's wardrobe or home furnishings by dyeing. Home dyeing processes, it must be understood, are not so permanently fast in results as commercial dyeing. The art of dyeing, though fascinating, is tricky in manipulation. Be sure the condition of the garments you are planning to renovate is good enough to warrant spending your efforts upon them.

Dyes may be purchased in various forms: cake, tube, or powder. Some commercial dyes may be classified as silk and wool, or animal dyes; others as cotton, linen, and rayon, or vegetable dyes; and still others as all-fabric dyes. These latter are usually tints or rinses and are not permanent dyes. Some dyes require a boiling process and some do not. Whatever the form of the dye, for successful results it is important to follow explicitly the directions given on the package. Most amateurs tend to dye with too strong a dye bath. It is better to dip the material several times in weaker solutions in order not to clog the tiny fiber cells in the fabric. Always test the dye bath with samples of the material that is to be dyed. Inspect the sample for color after it has dried because the wet sample differs in color. Be sure the garment is thoroughly dry cleaned or washed before dyeing. There should be enough dye bath to allow the entire material to float easily. After all direc-



tions have been followed, rinse well in gradually cooled waters to prevent shrinking. Always dye from a light color to a darker one. Some colored materials will not re-dye successfully and should be bleached before dyeing. Bleaches may rot materials, so caution should be taken in this process. Streaking in dyeing may come from several causes: too little dye bath, not stirring sufficiently, sizing left in the material, or some part of the material touching the other in drying.

It is well to have the correct utensils for dyeing: a glass rod, spoon, or smooth stick for stirring; rubber gloves to protect the hands; and several kettles for dyeing and rinsing, large enough to do the process easily.

**Making over clothes.** There is a certain freedom and self-satisfaction in making something new from something old. Successful results may be obtained by such renovating, but it must be remembered that it takes more skill and ingenuity to remake a costume than to construct a new one. Discouragement and the abandonment of an effort to make something may result if the amateur does not understand all the processes of construction involved. Old fabrics should be in good condition and thoroughly clean. In some cases, the materials may be turned to the other side for remaking. When one makes over garments, correct pressing is an important factor.

**Common alterations every girl should understand.** There are many good arguments for and against purchasing a garment that is ready-made and making a garment at home. One fact, however, is certain: that a girl can save at least on the small alterations of new garments if she knows a few of the simple processes of dress construction. Usually every new garment must be altered to fit the wearer, if only in hem length. Expert fitters are employed in most department stores to give their services free to customers. The customer may then have the choice of altering the garment herself or of having the work done at the store. If done at the store, an extra charge is added to the original price of the garment.

When alterations are slight, it is not a difficult or arduous task to make these changes, provided one does not lose the

smart line of the costume through severe handling or poor workmanship. Many good clothing books give simple directions as well as clear illustrations of the various stitches and processes used in garment making. Some of these common processes with which a girl should be familiar are:

1. How to hem various fabrics, including different stitches used and the importance of proper pressing methods.
2. How to sew on collars and cuffs.
3. How to alter and shorten a belt.
4. How to raise the waist line.
5. How to take in or reënforce seams.
6. How to tighten or shorten sleeves.
7. How to put in darts.

Being familiar with a few of the simplest processes aids one greatly in solving the many little problems in the repair and altering of wearing apparel that arise with every girl's wardrobe.

### QUESTIONS AND ACTIVITIES

1. How does the upkeep of one's clothes compare in importance with the careful selection of them?
2. What supplies and equipment should be included in a mending kit for a girl's room?
3. When would you use a patch and when would you use a darn to repair a tear or hole?
4. What are the advantages of a darn, a patch, or a reënforced repair?
5. How does the daily care of one's clothes vary from the care that should be given them when one is traveling?
6. When is remodeling of a garment worthwhile?
7. What effect would the knowledge of alteration processes have on one's budget?
8. What is the difference between a dye and a tint or rinse?
9. Give the main points that may help the amateur to be more successful in re-dyeing a dress.
10. What sewing skills should every girl learn in high school so that she may be able to take care of her own clothes?
11. What co-operation do you get from members of your family in sewing or in remodeling? What aid do you give the members of your family?

12. Write for government pamphlets that are available on removal of stains.

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Peter Jackson, London & Paris

**"The Stolen Glove."**

Attractive personal appearance resulting from good taste, cleanliness, and health, is a most important aid to success in one's social, business, or professional life.



## *Unit Five*

### CAREFUL GROOMING

For cleanness of body was ever esteemed to proceed from a due reverence to God, to society, and to ourselves.

—Bacon.

#### PROBLEM 1. WHAT IS THE IMPORTANCE OF GROOMING?

Your personal appearance is the external representative or promise of what the real *you* is like. An attractive appearance promises an interesting and fascinating personality. A cheap, vulgar appearance promises a tawdry, commonplace nature. This is one reason why good personal appearance is a most important aid to success in one's social and business or professional life. Men and women want to know better the girl of pleasing appearance. It is easier for her to get and to keep a job. Nowadays, the best groomed girl—not the handsomest, not the most expensively dressed—gets the job. Careful grooming is an important factor in appearing well. A business man wants a girl in his office who looks well. She represents his firm in her appearance, therefore, he demands an attractive representative. Brains are necessary, of course; but use them in your grooming as well as in your work, and it will help you give your employer the best service of which you are capable. Good grooming is of inestimable value in giving one poise. A good way to overcome a feeling of awkwardness, shyness, or inferiority is to be irreproachably groomed.

With grooming, as with learning to use leisure time, it is important to build now for later years. Acquire steadfast habits of careful and wise grooming. The right care of the hair, skin, and hands will repay you.

Grooming is not in itself, of course, a final value. Be well

groomed and then forget it, as you forget your clothing, in higher values—interest in your work; personal relationships with family and friends; business and society; skill in games, athletics, and dancing; reading and all the cultural arts. Let yourself be a real personality, sympathetic, dependable, sincere, achieving results at school and later in business, enjoying contacts with others; then grooming falls into its proper place in life as a preparation in private for contacts with others, to be given its due attention in private and then forgotten.

From the study of personality is derived the first principle of grooming: to be natural and remain natural, to avoid the artificial and the extreme, and to depend primarily upon health, gained by exercise, sleep, bathing, and sensible diet, for attractive appearance; and upon the cultivation of those inner and spiritual qualities that, in the personalities we value most highly, shine out through the friendly smile, vivacious eyes, sympathetic attitude, and interesting conversation.

#### QUESTIONS AND ACTIVITIES

1. Of what importance to a girl entering the business world or going to college are a clear, attractive complexion, good looking hands, well-groomed hair, and general daintiness?
2. What is the relationship between poise and good grooming?
3. How may a girl express good taste in her personal appearance?
4. Discuss: One's general personal appearance is only one's letter of introduction.
5. (a) Analyze values contributing to worth in human personality, listing five or more different values including personal appearance; assign weight to each value on a total scale of 100 for all the values. (b) Subdivide the personal appearance item in your scale of values into its constituent items of care and grooming, and assign to each of these sub-items a value on a scale of 100 for all the personal appearance values.

#### PROBLEM 2. WHAT ARE THE REQUIREMENTS OF GOOD GROOMING?

**The requirements of good grooming.** Good grooming is compounded of health, cleanliness, work, and art.

*Health* is a most essential background for appearing well groomed. Of course, a person may be healthy yet badly groomed. However, the vitality which comes from health adds a glow and a freshness, furnishes a foundation on which to build, and greatly furthers all efforts expended in personal care. Good humor, enthusiasm, and the serenity which come from restful sleep, the right food, right leisure, and other such details of healthy living aid in giving the general effect of good grooming.

*Cleanliness.* Fastidiousness with regard to cleanliness is an essential of good grooming. The ways and means to cleanliness will be dealt with at length in Problem 3.

*Work.* Much of good grooming is just plain work. It is eleven-tenths work which causes the nine-tenths cleanliness. Regularity, painstaking effort, and attention to detail are necessary. You should adopt a definite routine for taking care of yourself. The right care at night and in the morning, and right living will bring results.

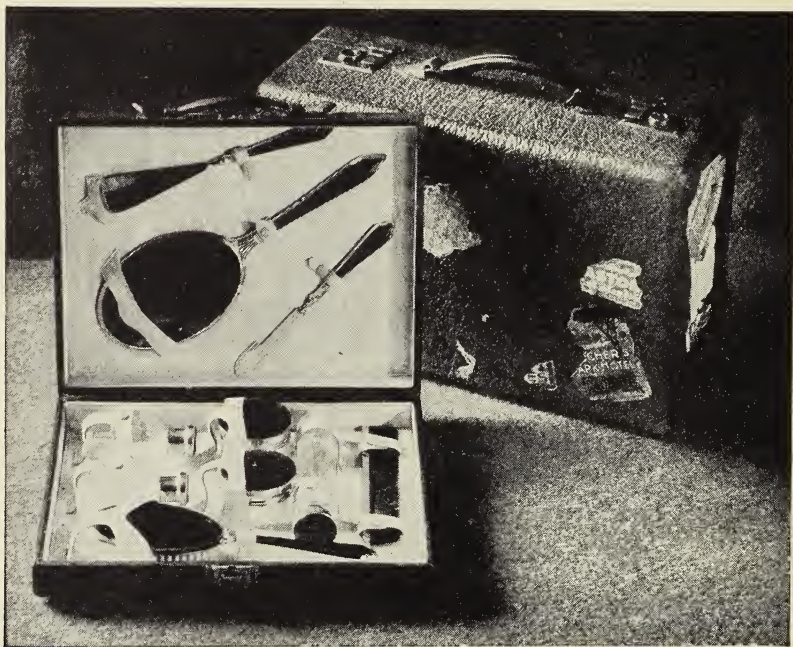
An interesting thing about grooming is that you take all this trouble and then, secure in your perfection of detail and flawlessness, you dismiss all thought of hands, hair, and nails. A woman of genuine refinement pays no attention to herself after her toilet is made. She does not finger her hair, inspect her nails, or adjust her clothing. She is completely unaware of herself. She takes all of this trouble in order to be inconspicuous.

*Art.* The application of the principles of art is necessary in good grooming. Good grooming is more important than beauty. Health is not enough, nor cleanliness, nor work—but these, with art, will produce good results. Work from the inside, achieving internal cleanliness and health; work from the outside, applying soap, and using cosmetics with discrimination, if at all. As you study this unit, learn how to bring out your good points and how to minimize your defects.

The woman who has made a place for herself in the business or professional world is well groomed but not overgroomed.

She is conservative; her hairdress, her make-up, her clothes enhance, never exaggerate nor submerge, her personality.

**Equipment which aids good grooming.** If a girl takes due care of the details of grooming at home, night and morning, she will need to spend a minimum of time during the day.



While not a necessity, the fitted bag is convenient to use when traveling.

If she takes a shower during the day, after her physical education class and after active sports, she will find a small waterproof bag, fitted with wash cloth, soap, powder, comb, and mirror, convenient.

A business or professional woman may find such a bag or fitted case practical for freshening up, especially when going directly from the office to dinner, or when staying in town for the theater. Besides the above essentials, she will probably include cleansing cream, tissues, a tooth brush, and tooth paste.



This kind of kit may also be used for the beach or for traveling. The more elaborate fitted bag, such as the one illustrated, is convenient for traveling, although not a necessity.

**Other things necessary to good grooming.** Pimples resulting from improper diet, and the ugly, washed-out look which comes from too late hours make one appear badly groomed. A walk or ride in the open will make you radiant and alive. Contrast the glow caused by outdoor exercise with the jaded, dull appearance caused by being indoors all day. Sunlight is now known to be a direct agent of increased health; get several hours of it every week-end and some daily.

Then, too, there are such details as the laundering of hose, undergarments, and fabric gloves, and planning ahead to have the right accessories ready to wear when needed. Grooming logically includes the care of clothing, because to be well groomed a girl must keep her clothes neat, well pressed, well mended; her shoulder straps, handkerchiefs, undergarments, collars and cuffs must be clean; the seams in her stockings must be straight; her coats or skirts well pressed. These are a few reminders. Can you think of others?

Good grooming provides the right foundation for the wearing of one's clothes. The way one "hangs them on" oneself is also important. Clothes can be worn better if one has the poise that comes from good grooming. Good posture is also essential.

#### QUESTIONS AND ACTIVITIES

1. What are the salient factors of good grooming?
2. How much of one's time should be spent in personal grooming?
3. Explain the difference between primping or idling at the mirror, and really effectively grooming—dressing oneself quickly and forgetting it.
4. Arrange for a talk on personal hygiene by a woman doctor or the school nurse.
5. Plan for a talk and demonstration by the physical director on posture and how to correct defects.



### PROBLEM 3. WHAT ARE THE TECHNIQUES OF GROOMING?

**Bathing is essential for cleanliness.** Most people should take one cleansing bath a day. For this cleansing bath the water should be warm but not too hot. (A hot steaming bath should be taken only upon the recommendation of a physician.) The warm bath is best followed with a cool or cold shower to close the pores. Some people like the relaxation which comes from sitting in the tub. Others prefer to take a cleansing shower instead of a tub bath. The shower is cleaner because of the continuous flow of fresh water. By using the shower, one is sure to rinse off every particle of soap, and with it goes the surface dirt. One needs the chemical action of soap, however, and should soap oneself thoroughly before stepping under the shower. The soap used should be pure and neutral. Too much alkali hurts the skin; neither is superfatted soap advisable. Avoid highly colored and strongly scented soaps. Bath salts are an accessory which serve to give the bath a perfume. They may contain a water softener but are rather expensive if used for that purpose alone, and in addition they often irritate sensitive skins.

**Body odors and cleanliness.** Unpleasant odors may be caused by stale powder, highly scented cosmetics, soap, chewing gum, bad breath, tobacco, perfume used too lavishly, clothing that has been worn too long, and by perspiration.

A deodorant is a chemical preparation which is used to absorb a body odor. Most people who bathe daily and change undergarments frequently do not need to use deodorants. Other people, in spite of daily bathing, may need them; but a deodorant should never be considered a substitute for a bath. A little ammonia in a bath helps when body odor is a problem.

Boracic acid powder is an effective and inexpensive deodorant. The use of shields is often a wise precaution when one is subject to excessive perspiration. Unsightly perspiration stains are exceedingly distasteful. Be extremely fastidious in

your use of shields. Keep them very clean, and never wear them with transparent dresses.

Many products sold for the purpose of stopping perspiration are dangerous and have been known to cause serious skin irritations and infections. Some attractively bottled and labeled commercial products which are widely advertised and sold for high prices are unsafe. Consult your doctor or nurse before using any commercial deodorants.

Keeping the armpits free from hair helps in combating underarm perspiration as well as odor. A depilatory or hair-remover is another dangerous type of cosmetic. The only safe way to remove hair from the armpits is with a safety razor. In using it try to disturb the skin as little as possible.

**Care of the face.** The chief charm of the complexion lies in texture and clearness. Faulty elimination is its worst enemy, causing pimples, festers, and sallowness. Such a simple thing as drinking two glasses of water upon arising and regularly eating breakfast helps, because this starts the rhythm of the body mechanisms.

There are too oily skins and too dry skins. Between these range the kinds which most people have. You must become acquainted with your skin, observe how it acts under the different conditions to which your life subjects it. Most girls of high school age need nothing but soap and water and a knowledge of how to wash the face properly. Wash the surface dirt off with a washcloth moistened with warm water. Next use a bland soap and make a lather in the hands. With the finger tips gently massage the lather into the pores of the skin. When all parts of the face have been cleansed, rinse the soap off with the washcloth. Keep changing the warm water in the bowl, wringing the cloth each time before wiping the face. This prevents leaving a film of soap on the face, often forming blackheads. The secret of satisfactory washing is thorough rinsing. When the washcloth and face are free from soap, finish the rinsing with cold water. Pat the face dry.

**Defects of the skin.** Blackheads may be caused by improper cleansing, improper use of creams, soiled powder puffs, and an accumulation of natural oils. They may be removed and prevented from forming by means of proper cleansing. To avoid marring the skin, never pinch or squeeze blackheads or pimples. Cold water or an astringent such as diluted alcohol or witch-hazel should be used to close the pores.

Eruptions of the skin caused by eating sweets, pastries, and fried foods should be distinguished from acne, which is of a more serious nature and should be prescribed for by a doctor. Moles and such growths sometimes enlarge as one grows older. Medical attention is also necessary for these.

Do not try to remove freckles. A skin which freckles, burns, or tans easily is a tender skin and should be protected from too much exposure to the sun.

Do not be concerned about freckles. They may add to your charm. The talk against them comes from advertising propaganda set going by cosmetic manufacturers looking for profit from "freckle cures" that do not cure!

**Powder and how to use it.** Two things to remember in applying powder or any make-up are:

- (1) Apply it on a clean face.
- (2) Apply it subtly so that the face appears natural and the powder is invisible.

Powder is used for the purpose of improving the texture of the skin, to veil imperfections, to remove the shine, and in a measure to protect the skin. It should be inconspicuous. Your powder should match your skin tones and should be applied to the neck as well as to the face. Powder should be applied by patting instead of rubbing. An immaculate puff should be used. Needless to say it is neither sanitary nor good etiquette to lend or borrow a powder puff.

**Rouge.** Whether or not one chooses to wear rouge is an individual problem. The common preference is for natural

beauty; as Socrates, the wise man, pointed out 2500 years ago, quoting the remark of the young Greek husband, Ischomachus, to his wife, "Consider that I, my dear wife, am not better



A small brush may be used to keep the eyebrows neatly arranged.

pleased with the color of white lead and red dye than with your own!"<sup>1</sup>

**Eyes and eyebrows.** A high school girl must remember that eyebrows are needed to give expression, depth, character to the eyes, and to give balance and proportion to the face.

<sup>1</sup> See Chapter X in the translation of Xenophon's *Oeconomicus* for fascinating discussion of naturalness versus ostentation in dress and grooming.



Good health, plenty of sleep and avoidance of eye strain are nature's ways of enhancing the eyes.

Do not be misled by false and exaggerated advertising about preparations for the eyes. The only safe eye wash is boracic acid solution. The application of mascara and other chemicals in or near the eyes is both dangerous and extravagant.

**Lipstick.** Probably no other cosmetic is applied in a more conspicuous manner or has caused more unfavorable criticism than lip rouge, since it gives the user an artificial appearance.

**Hands and nails.** A woman must have beautiful as well as useful hands. This detail of grooming is perhaps harder to achieve than any other. Well-cared-for hands add more to one's feeling of poise and self-esteem than perhaps any other one detail of grooming. Cleanliness is the first necessity. For washing, use lukewarm water and a bland soap. When you wash the hands, take care to be thorough, since lazy washing is hard on their texture. Soak them for a few minutes, then use a brush and scrub vigorously, especially the finger tips and knuckles. Stains on the fingers may be removed by rubbing with pumice stone or lemon juice. Rinse in clear water and dry thoroughly so that there is no danger of chapped reddened skin. Gently press back the cuticle to show the half-moons, and smooth down the fingers from tip to base of finger nail after each washing.

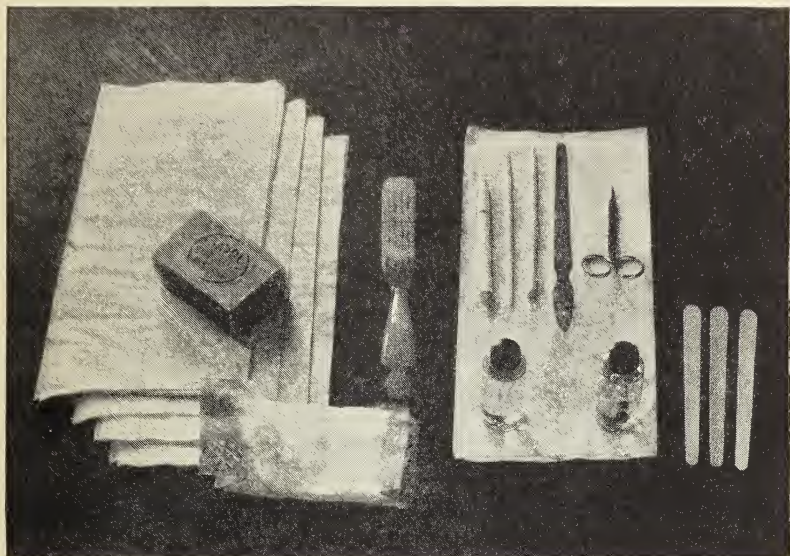
Chapping of hands may be caused by insufficient drying, extremely hot or cold water, strong soaps, undue exposure, and soiled gloves. This may be overcome by the application of a good hand lotion. Rubber gloves may be found invaluable for protecting the hands in rough work. Perspiring hands are annoying and may be corrected by the use of witch-hazel or by dusting the palms with boracic acid powder.

*Manicuring* is of great importance in care of the hands. Once a week is often enough to manicure the nails, if the cuticle is pushed back gently every time the hands are washed and an emollient rubbed in occasionally. Such daily care prevents the cuticle from splitting and becoming ragged.



*For manicuring one needs:*

- |                            |                     |
|----------------------------|---------------------|
| 1. Neutral soap            | 6. Orange stick     |
| 2. Nail brush              | 7. Absorbent cotton |
| 3. Flexible blunt-end file | 8. Nail scissors    |
| 4. Emery board             | 9. Nail polish      |
| 5. Olive oil or vaseline   | 10. Nail white      |



**These are the tools for a complete manicure.**

*To manicure the nails:*

1. Cleanse the hands thoroughly, using nail brush to clean the nails.
2. Remove old liquid polish. (Apply polish remover or fresh polish and wipe off immediately.)
3. File the nails from sides to tips to prevent hangnails. Shape the nails to conform with shape and length of fingers. Avoid extremely pointed nails.
4. Remove the frayed edges of the nails with an emery board.
5. Apply cuticle oil around the base of nails.
6. Soak the hands in soapy water. This tends to soften the cuticle and helps in pushing it back.

7. Dry the fingers carefully.
8. Push back the cuticle at base of the nail, revealing the half-moons. Use an orange stick wrapped in absorbent cotton dipped in cuticle remover.
9. Clean under the end of the nail with the pointed end of the orange stick wrapped in cotton and dipped in cuticle remover.
10. Use an emery board to remove hangnails and dead skin. Use cuticle scissors only as an emergency, as cutting of nails or cuticle only toughens them.
11. Apply polish.
  - (a) *If liquid is used.* Drain the brush against the side of the bottle. Apply evenly with strokes beginning at the moon and running to the tips of the fingers. Wipe off the edge of the nail and apply the buffer to give a smoother finish.
  - (b) *If powder or paste is used.* Apply a bit to the nail, rub it in with the finger, and polish with the buffer. Rinse finger tips in warm water and apply the buffer again.

While liquid nail polish is much easier to apply it is by no means the best type. If used too frequently, and with cuticle and polish removers, it makes the nails dry and brittle and causes them to lose their natural gloss. Liquid nail polish with a cream base is thought to be less harmful.

Red nail polish for daytime—school or business—is vulgar. Most employers will not tolerate it. A great many have refused to employ and have even discharged girls who have persisted in the use of it.

**How much do you spend on cosmetics?** There may be excitement and glamour in buying new cosmetics with exotic fragrances. Many a woman finds mental refreshment in buying new creams, tonics, and shampoos which promise magic untold. Few of these are really essential to perfect grooming. Cosmetics should occupy a very small place in the young business girl's budget.

The girl who does not use cosmetics, or uses them to a minimum degree only, has in her favor the principles of simplicity

and naturalness which are real assets in the struggle for success.

One may well recall that the recent cosmetic vogue has been promoted by advertising based on the profit motive; and that usages in such a field are precisely the sort of thing which a thoughtful and independent person should consider in terms of his or her scale of personal values. Some cosmetics which are actually dangerous to use have been shamelessly sold.<sup>2</sup>

**Care of the hair.** Hair reflects the health of a person quickly. If you are ill, or chronically fatigued, or below par, your hair will be dull and lacking in beauty. A hundred strokes a day with a hair brush will aid in giving luster. This was an established practice with our grandmothers. The hair brush should be the kind that is easily kept clean, and should have durable bristles which are long enough to go through the thickness of the hair to the scalp. They should be of medium softness. A brush with metal bristles is harmful. The brush and comb should be kept clean. Wash them once a week in warm soapsuds to which a few drops of household ammonia have been added. Rinse and dry, preferably in the sun. Another way to acquire a lovely hair sheen is to massage the scalp two or three times a week. This stimulates and increases the blood flow and as a result extra nourishment is brought to the roots of the hair. One must bear in mind the fact that the skin has no power of absorption. The benefit from the application of hair tonic is derived solely from the massage, which improves the circulation of the blood and is the physiological basis of healthy hair.

*Dandruff* may be caused by improper washing and care; by too oily or too dry a scalp; or by failure to stimulate the scalp by proper daily care. Serious cases should be referred to a specialist, but ordinary cases can be corrected with good daily care.

*The shampoo.* Keeping the hair clean is a most important

<sup>2</sup> See Pauline Beery's *Chemistry of Everyday Life*; publications of American Medical Association, Chicago, and of Consumers Research, Washington, N. J.; and the reports of Food and Drugs Administration, Washington, D. C.

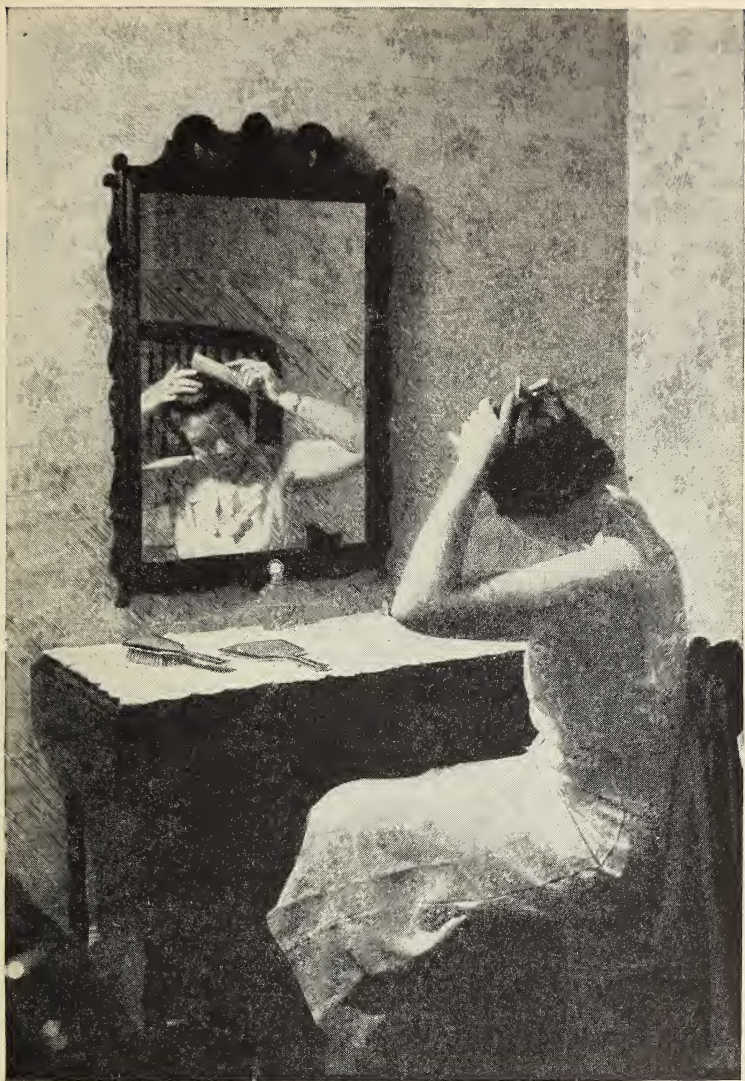
item in its care. The hair should be shampooed at least every two weeks.

1. Make a liquid shampoo by melting soap or soap chips.
2. Loosen and brush out any dandruff.
3. Moisten the hair with warm water.
4. Saturate the hair with soap and work up a thick lather.
5. Massage the scalp and hair vigorously with the finger tips or with a stiff scalp brush. Part the hair at intervals so that you are sure to get the scalp and hair really clean.
6. Be sure to rinse out every trace of soap. Repeat this soaping and rinsing process three times.
7. A shower bath or spray is a great aid in thoroughly rinsing the hair. When the soap is all rinsed out, the hair clings to the fingers. If you have difficulty in rinsing hair use one-half cup of vinegar or the juice of one lemon, strained, in the next to the last rinse. This takes out the remaining soap and gives luster to the hair.
8. The ideal way to dry hair is in the sun or fresh air. Massaging for several minutes and tossing the hair about stimulates circulation. Rapid brushing and massage are stimulating after the hair dries.

*Permanent and marcel waves.* Naturally curly hair or hair worn straight with classic simplicity is more easily cared for than that which is professionally waved. Permanents and marcel waves are expensive and at best are more or less hard on the hair. Some girls, especially young girls, look better with straight hair. When you decide to have a permanent, your first concern should be to select a reliable operator. Do not have a permanent more often than once a year. Take good care of the hair between times, giving it an occasional oil treatment or such other treatment as your operator may prescribe.

*The arrangement of the hair.* The hair, beautiful as it often is in itself, must be considered as a frame for the face. It should be so arranged that the face and head are made more attractive. Everyone's problem is different from that of anyone else. Experiment with your hair in front of a mirror.





Experiment in order to determine what hair arrangement will bring out your good points and express your personality.



Scrutinize it from every angle and decide on an arrangement that will bring out your good points and express your personality. Fashions in hairdress change so rapidly that it would be folly to attempt any exposition of modes of the moment in this book.

Simplicity of hairdress is all-important. If the head is well shaped, the hairdress should reveal it. If one's "bumps" are not all one desires, the hair can be thinned or puffed out in order to give the illusion of good lines.

The arrangement of the hair should have meaning. The art principles of emphasis, unity, and rhythm may all be applied so that the result is pleasing not merely from the front view but from the side and back of the head. Besides being a frame for the face, the hair must be considered in relation to the individual as a whole. One's height, weight, shoulders, carriage, general manner, features, as well as the particular hat and dress one is to wear must be considered. For example, the boyish shingle bob of a few years ago and a very long, very feminine, flowing evening gown would be incompatible.

*Some rules true in general.* Every girl must study herself and experiment with different ways of arranging her hair. She cannot rely on any strict classification according to "type" because just one of her features may make the diagnosis entirely wrong for her. Perhaps the following general rules will help you in deciding what lines are becoming to you.

1. The high side part, just about even with the beginning of the eyebrow, makes the face seem more slender; therefore, it is usually to be recommended for the girl with a broad face. However, if the lower part of her face is heavier than it should be in proportion to her forehead, she should part her hair low at the side, in order to make the upper part of her head seem broader.
2. A center part broadens the face. In general, women with long, slender faces or those with dainty, piquant, oval ones can wear the hair thus. But again come the many exceptions, for this

style is often, though by no means always, trying to those with irregular features.

3. The round face needs to have the hair curved out over the cheeks. This is even more effective for a brunette than for a blond because dark hair makes a greater contrast with the skin and so the portion of the face which is visible seems longer and narrower. Hair combed off the forehead furthers this illusion of length. Long bangs are wrong for this face. Sometimes short ones are permissible.
4. The girl with a good complexion, a calm and pleasant expression, may expose her forehead if it is not too high or bumpy and if her face is not too long and thin. Sometimes it is the style to show the forehead and sometimes not.
5. Eyes are made to look smaller by combing the hair high off the forehead. Bangs or hair drawn low over the forehead increase the size and beauty of the eyes. Of course, the too high forehead needs the hair outline drawn lower.
6. The daring exposure of the ears and the hair drawn back to reveal the forehead may be becoming to some girls. Given good-looking ears, flawless skin, bright eyes, a pert or classical nose, and a good chin, one may look dashing with such a hair-dress. Few can wear the hair so severely dressed; therefore, do it if you can, but only if you really can.
7. Many more people can wear the hair so that just the tips of the ears show, dressing it high enough at the back of the neck to show the hair line. The neck and face then appear longer and narrower. If the hair is cut short, the ends at the sides should curve in slightly so as to follow the lines of the cheek and to suggest the perfect oval face.
8. There should be no exaggerated neck line in the back. If the hair is cut short enough for the neck to be clipped, the natural hair line should be followed. One of the most freakish neck lines is an unnatural sharp V in the back. If natural, it may be charming.
9. Few girls wear the very long bob really well and usually they look untidy. Hair covering the neck or combed low on the neck shortens it, so this style may be recommended for the girl with a too-long neck. On the other hand, the long lines of this mode tend to emphasize the long face, especially if the hair is worn too close to the head.

This brings us to a simple fundamental principle that like emphasizes like. Another easy principle to apply is that unlike emphasizes unlike by contrast.

*The modified hairdress is most generally becoming.* If one has a large head and wears the hair too loosely, it tends to make the face and head look too large and out of proportion. This is an example of like emphasizing like. On the other hand, the face appears fuller and the features larger by contrast, if the hair is drawn back too tightly from the face. What is needed is a modified hairdress.

Suppose a girl has a long, thin, pointed lower jaw. She wears her hair short and close to her head, sharply revealing her ears and entire face. The short hair contrasts unpleasantly with her long chin. She should wear her hair somewhat longer, and softly but not too loosely arranged about her face.

The modified hairdress is most generally becoming. Emphasis according to either of the two principles just stated may be unwise for you. If so, modify or soften your hairdress. Hair parted on the side, partially covering the forehead, with a few soft, flat, wide waves, curved naturally over the cheeks and barely revealing the natural hair line at the back will probably be becoming to you. The hair, though loose, must not be too exaggerated. For neatness, the tips of the ears may show.

In hairdress as in clothes, do not be a slave to fashion. One does like to be in style, however; therefore adapt and modify the mode to suit yourself. Whatever the style is, you can be individual and distinctive without being old-fashioned.

If one has a prominent nose one must study the profile carefully when choosing a becoming hairdress. Bangs or the hairdress low on the forehead will bring the nose into relief too strongly.

If you wear glasses be careful to arrange the hair over the temples so that the outlines are softened, with the hair not too high or too low on the forehead, but modified. As much of the bows should be concealed in the hair as possible. Treat

glasses as you would a too-conspicuous feature, by drawing attention to some other feature or modifying the effect.

**Teeth.** Are you fully aware of the importance of good teeth from the standpoint of personal appearance? A perfect complexion, sparkling eyes, and a winning smile may be enhanced tremendously by clean and well-cared-for teeth.

**Good breath.** This is another item of grooming often overlooked. An offensive breath may be caused by eating strongly flavored foods, or the cause may be neglected teeth, stomach disorders, or other chemical disturbances. In such cases a doctor or dentist should be consulted.

**Perfumes.** Carlyle once said that no smell is the best smell, and certain it is that even a good perfume palls upon one whose sense of smell is keen. Perfume is out of place in a business office, in a classroom, and, in fact, on all but social occasions. Just a faint suggestion of a really good perfume is permissible at parties, dances, and other festive occasions.

**Annoying habits.** A very common and very annoying habit is that of continually repairing one's toilet. Once dressed, you are—or should be—*dressed*. You should not finger your hair or your face, inspect your nails, touch up your complexion, any more than you would pick your teeth in public. Do not think of taking out your compact and looking in the mirror for the sake of seeing how your appearance is bearing up. Forget all such things if you want to go uncriticised. Do not hold your handkerchief in your hand when it is not in use unless its purpose is ornamental, as in the case of the chiffon handkerchief used to harmonize or contrast with the evening dress. Do not use your handkerchief openly. If possible, leave the room for this purpose.

#### QUESTIONS AND ACTIVITIES

1. Discuss: To *look* well, the skin must *be* well.
2. Can charm be acquired? How?
3. Demonstrate manicuring, shampooing, care of the teeth.
4. Divide the class into groups of two to give each other manicures.

5. Notice outside of school examples of well-kept hands, nails, and hair and report on them to class.
6. Discuss ways of improving habits.
7. Bring to class articles from current periodicals concerning good grooming or good personal habits.
8. Form a committee to select articles for reference from current periodicals. Paste these on thin cardboard and file them away.
9. How much money did American women spend on cosmetics last year? Do you think that women are handsomer enough in proportion to justify the amount spent?
10. Arrange for the president of your local woman's club or for some prominent woman in your city to lead a discussion on "Natural beauty versus synthetic charm."
11. What annoying habits have you, such as:
  - (a) Running your comb through your hair wherever you happen to be?
  - (b) Powdering face in public?
  - (c) Borrowing someone's comb?
  - (d) Using soiled handkerchiefs?
12. Draw up a class code of grooming practices; include a section on "Health routines as a first aid to personal charm."
13. Are there federal or state laws which require that cosmetics be harmless? Are manufacturers required to state on the label the ingredients of which a product is composed? Should they be required to inform the consumer of such facts?
14. Can what is said over the radio or published in magazines and newspapers with regard to cosmetics always be relied upon as truthful?
15. How could the purchaser be safeguarded:
  - (a) So that she would not buy dangerous cosmetics?
  - (b) So that she would get honest value according to what she paid?

#### PROBLEM 4. HOW WELL ARE YOU GROOMED?

Following are some questions to be considered in judging whether or not one is well groomed. How many of them can you answer satisfactorily? Talk them over with others in your group and compare opinions. Perhaps you will want to show these questions to your mother or to some older girl or woman and get her opinion as to how well you are groomed.



List suggestions of ways by which better grooming can be attained.

### Body cleanliness.

1. Do you take a bath or shower every day?
2. Do you use a deodorant?
3. Do you keep the armpits free of hair?
4. Are you free from body odor?
5. If perfume is used, is it fresh, faint, and not cheap?

### Face and neck.

1. Is your complexion good, your skin clear?
2. Are your face, neck, and ears clean? Do you use soap daily on your face?
3. Do you use the right shade of powder? Is it entirely invisible?
4. If rouge is used, what principles for selection and use are you trying to follow?
5. What bathing, eating, exercising, and other routines are you following to create an attractive complexion? Mention several of the "facial allies" to personality, such as clean teeth, interested manner, etc.

### Eyebrows and eyes.

1. Are your eyebrows natural and brushed smooth?
2. Are your eyes natural, not exaggerated with make-up?
3. Are your eyes bright, healthy? Do you look straight into the eyes of others as you talk with them?

### Hands.

1. Are your hands clean?
2. Are they smooth and white, not red and rough?
3. Are your fingers a good color?
4. Are the nails manicured artistically, so that they are pleasing in shape, not too long, too short, too pointed, too square, too vivid, or too shiny?

### Hair.

1. Does your hair make a becoming frame about your face?
2. Is it tidy?

3. Does it look healthy, alive, well cared for?
4. Is the color natural, not bleached?
5. Is your hair free from dandruff?
6. Do you shampoo it at least once in two weeks?
7. Do you massage your scalp at least once a week?

### Teeth and mouth.

1. Are your teeth attractive? That is, do they appear to be in a healthy condition?
2. Are your lips attractive, soft, not dry and cracked?
3. Do you promote a good natural color in your lips and cheeks by adequate sleep and exercise, and by medical attention if you are anemic?
4. Is your breath free from bad odors?
5. Do you clean your teeth at least twice a day?
6. Do you have them cleaned by the dentist one or more times a year, or often enough to keep them attractive?
7. Do you have them regularly examined by the dentist and cared for when needed?

### Outer garments.

1. Are your clothes clean, without spots and odor?
2. Are they neatly mended where necessary?
3. If you wear light-colored or white scarfs, collars and cuffs, or flowers, are they clean and neat?
4. Are your clothes well dressed, without undue wrinkles?
5. Are they well brushed, without dust, dandruff and stray hairs? If necessary, do you have a brush in your locker to freshen your garments?

### Shoes and hose.

1. Are your shoes clean and well polished? Do you wipe them off every night? If not, how often? How often do you polish them? Have you a cleaning kit in your room?
2. Do you keep your heels clean and straight? When you polish shoes, do you polish the backs?
3. Are your hose clean? Do you wear a clean pair of stockings every day? Do you wash your own as most business and college girls do?

4. Do you adjust your stockings straight at the back seam without wrinkles at the ankles?
5. Are they neatly mended, if necessary?
6. Is your hat clean and well brushed?

### **Accessories.**

1. Is your jewelry clean?
2. Are your gloves clean?
3. Are they neatly mended, if necessary?
4. Is your purse clean and in good condition?
5. Are your handkerchief, powder puff, and comb clean?
6. Are they kept out of sight?

### **Undergarments.**

1. Is your slip the right length for your dress?
2. Do your shoulder straps show?
3. Are your undergarments clean? That is, do you change them three or four times a week?

### **Health routines.**

1. Do you get out in the sunlight every day?
2. Do you walk enough daily to stimulate circulation?
3. Do you play games once or twice a week hard enough to cause perspiration? And follow it with a cleansing bath?
4. Are you interested in acquiring a natural "peaches and cream" complexion from outdoor life, exposure to sun and wind, vigorous games, and adequate sleep?
5. Do you drink six to eight glasses of water daily? Have daily elimination?
6. Can you find among your friends those in whom good health practices are the cause of their natural attractiveness and good spirits?
7. What health practices can you add to the routines here suggested to increase personal fitness and wholesome attractiveness?

### **Mental health and personal appearance.**

1. Do you consistently maintain a friendly attitude toward others?  
A person friendly to others never lacks friends.

2. Do you harbor resentments or quickly forget them? Do you allow yourself to be easily provoked and continue to feel put out? "A good forgetter of trifling disappointments is a good looker."
3. Have you a complaining voice and unpleasant ways at home? Cosmetics will not cover faults that pull down the corners of your mouth and put crow's feet around your eyes.
4. Whatever your religious faith, do you maintain a daily contact with the spiritual resources of life:  
     By reading something inspiring and worthwhile?  
     By reflecting on the widening of helpful relationships in your town, nation, and the world and what you can do to enlarge the rule of good will at home, in business, and between nations?
5. Do you subscribe to the friendly code:  
     "Come on, let's live and let's help others to live, with richer lives, wider interests, fuller opportunities, for young and old, rich and poor, American and foreigner!" If you do, then you will have a personality worth grooming a bit in private; but after grooming in private, forget the art and go out with a friendly smile. The world has a place for every such person!

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Courtesy The Cleveland Museum of Art

"Lady Reid" by George Romney.

Health and attractive womanhood are closely related.

## *Unit Six*

### HEALTH AN ASSET

He who has health has hope and he who has hope has everything.  
—An Arabian Proverb.

#### PROBLEM 1. WHAT IS THE RELATION OF HEALTH TO PERSONALITY?

Good health makes a definite contribution to good personality. It is the most valuable item on the credit side of our qualifications for any position we may occupy. It is a determining factor of active childhood, normal adolescence, attractive young womanhood, and successful later life.

Health may be your natural endowment. If you are one of the fortunate 10 per cent who are apparently well, guard your inheritance for "health is wealth." According to the "Positive Health Series" issued by the Foundation of Positive Health of New York, 80 per cent of a group of 4,000 whom they examined have health in a more limited degree. This group should study its health handicaps and strive by hygienic living to attain a higher health level which will contribute to more abundant and successful life. Perhaps it is when we fall into the group of the 10 per cent who are really ill and need the care of physicians and nurses that we most appreciate the great loss entailed by absence of maximum health.

The greeting given us by our friends when we meet them of "How do you do?" or "How are you?" and our replies of "Very well, thank you," or "I am well," are indications of the importance of our state of health in the minds of those most interested in our well being. To compliment another person we often say, "You are looking well today." This may involve good grooming, well selected and becoming clothing, and

good posture; but after all the determining factor of how we appear to others is a healthful body directed by a healthful mind; both of which are plainly indicated in our general appearance and demeanor.

The chances for business and social success are greater if one has good health. Success in business or in school, which is the business of young people, is determined largely by health. Present-day competitive conditions demand so much of us that we must have the power of recuperation in order to make good. No doubt you number among your acquaintances young people who do not pass in the subjects they are taking in school or who must give up social good times frequently because they are not well. A little observation along this line teaches us that continued success in school, business, or social life is much more difficult to attain without good health.

Every person should value his health inheritance. Good environment, respect for one's body, and desire for positive health as shown by willingness to observe health rules will help one to be the type of person most admired and most needed.

To fit ourselves into present-day living we must also learn to select our program of work and play according to our ability to do. In this way we may avoid extreme fatigue and get the greatest returns for the expenditure of our energy. Do not proceed with the idea that your body is strong enough to stand continued overstrain. This is a false assumption which will bring a disappointing return sooner or later.

### QUESTIONS AND ACTIVITIES

1. What is the relationship between health and personal appearance?
2. Does health in any way affect personality?
3. When you enter the business world, of what importance will your health qualifications be?
4. Do you number among your friends any who have to give up social pleasures frequently because of ill health?
5. From these problems taken from everyday life draw your own conclusions as to why health is an asset.
6. Interview some personnel director as to health requirements for employees. What are they and how are they determined?

**PROBLEM 2. HOW IS ONE'S HEALTH APPRAISED?**

When estimating health, consider the following:

**PHYSICAL HEALTH****Outward signs of a well-built body.**

*Eyes.* Bright and clear, moving normally, no squinting, no dark fatigue rings under them. Mucous membranes pink and free from inflammation.

*Hair.* Plentiful, with a luster due to sufficient natural oil.

*Skin.* Clear, soft, smooth, slightly moist. Fat beneath the skin so firm that the skin cannot be raised in deep, thin folds between the fingers.

*Teeth.* Well formed and enameled. Clean and free from cavities.

*Nose.* Unobstructed ability to breathe deeply and easily through the nose, with mouth closed, especially when exercising and sleeping.

*Muscles.* Firm and strong. It is more important that there should be a general muscular development than that certain groups of muscles should be exceptionally developed.

*Shoulders.* May be squarely built or slightly sloping, but should not be rounded forward.

*Chest.* Broad and deep with good expansion.

*Ankles.* Inner and outer sides equally prominent; the inner not projecting abnormally as when the arches of the feet are weak.

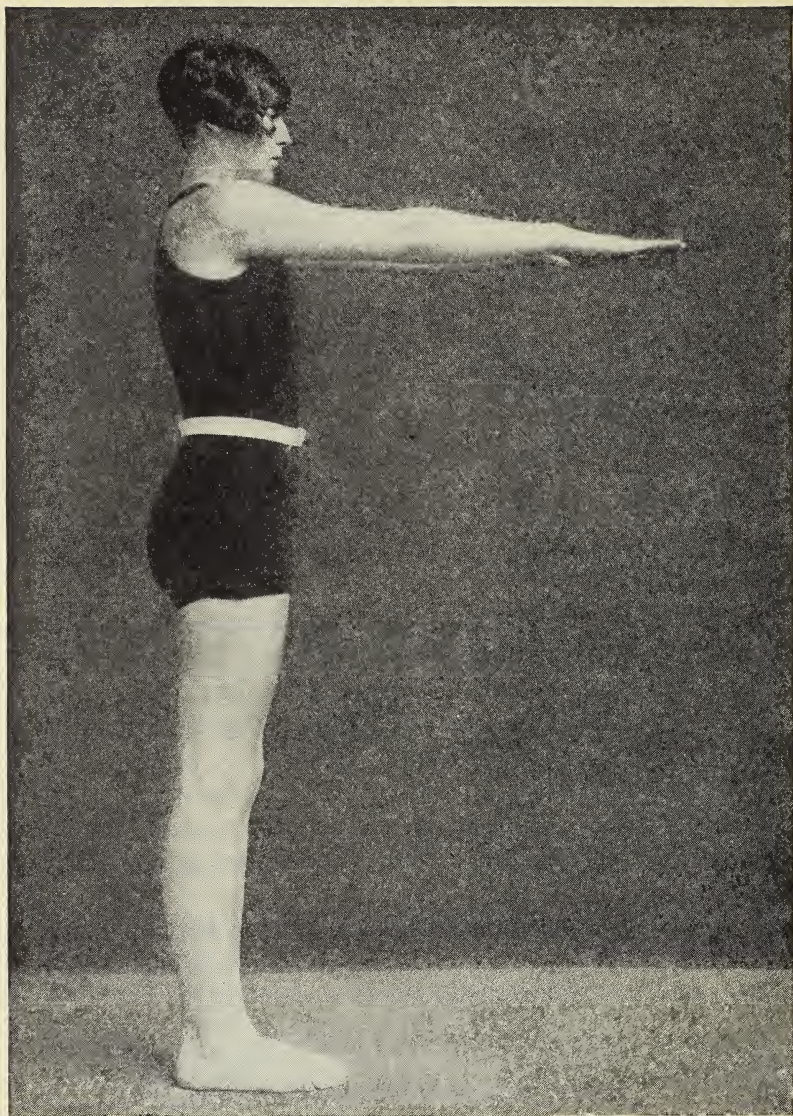
*Feet.* Arches strong and limber. Inner borders straight from heel to tip of great toe.

*Weight.* Suitable to body build.

**Outward signs of a well working body.**

*Good Posture.* Body balanced equally upon the ball and heel of the foot. Feet parallel, great toes pointing forward. The lower part of the abdomen held flat. Spine curved slightly forward at neck, slightly backward at shoulder level, and again





Courtesy American Child Health Assn., New York. Reproduced from "Signs of Health in Childhood"

**A well-built body.**



slightly forward at the waist line. Shoulder blades held flat across the back. Head held erect, chin in and shoulders level.

*Bodily Repose.* Freedom from constant unnecessary activity.

*Prompt, efficient muscular co-ordination.* Well-developed muscles which work together like a well-trained team.

*Endurance.* Ability to indulge in all ordinary exercise without undue fatigue.

*Breath.* Sweet.

*Tongue.* Moist, red, and clean.<sup>1</sup>

### MENTAL HEALTH

**Introduction.** We recognize mental health as being closely related to physical health. A fretful, quarrelsome disposition may indicate a malnourished body not functioning properly or a bad adjustment to one's surroundings. Mental poise is a condition to strive for. Better judgment, saner living, and greater happiness come with its possession.

We should try to develop a good attitude toward our environment. The ability to get pleasure from our surroundings and our daily activities of work and play indicates good mental and physical health. We undoubtedly all agree that the type of person who can do this is much more attractive for any kind of association than the grouch.

In order to live happily in our family groups, our schools, and the organizations to which we belong, it is necessary to know how, when necessary, willingly to relinquish our own interests for the best interests of the group. This will help us to work in harmony with those with whom we come in contact in home, social, and business life. Ability to co-operate with others is now regarded as one of the most desirable achievements of education.

Ability to endure continued mental strain differs with the individual, but wholesome mental life demands change and

<sup>1</sup> In preparing this material the booklet *Signs of Health in Childhood* by Dr. Hugh Chaplin and Dr. Edward A. Strecher, American Child Health Association, was found most helpful.

relaxation from time to time. It is a matter of training and good judgment to learn to leave our occupations at definite periods in order to relax or rest. Wholesome interest in leisure time activities should follow the ability to relax from work. Such activities should hold our interest and recreate our mental outlook. This will give balance to work and play, neither of which when carried to excess affords the best solution for the use of our time. However, it is possible to be so intensely interested in our work that it becomes work and play together.

#### INDICATIONS OF MENTAL HEALTH

The following questions and comments should help you to understand how to estimate and attain good mental health.

1. *Have you a happy attitude toward your environment?* Happiness is an indication that an individual is well adjusted to his surroundings. If you are unhappy, the cause should be discovered and conditions righted; if conditions cannot be changed, better adjustment should be made. You must learn to meet daily difficulties with courage and make the adjustments necessary for your well being. Even serious trouble will be wisely met by the active, healthful mind. Face your difficulties, large and small, squarely and honestly, making the best decisions possible; then abide by your decisions with a serene mind. Indecision and worry are not conducive to happiness.

2. *Have you a tolerant viewpoint?* This usually comes as a result of experience. Young people should have an interest in wholesome, new activities and experiences. This helps them to understand different phases of life. If these experiences are properly evaluated in relation to former experiences, their breadth of view is enlarged and they become more understanding and tolerant.

3. *Do you have an interest in learning and achieving?* As you grow older, new problems present themselves continually for solution. The person with a good mental outlook will wel-

come challenge and try for the best solution of new problems. You should learn by your experiences. Things will not always turn out as you expect. This indicates that you have not foreseen all the conditions that may arise. However do not be discouraged by this. Mental activity is a healthful sign and inactivity means stagnation and lack of progress. Practice concentrating your mental energies on your problems and thinking things through. Finish one undertaking before starting another. This will increase your ability to learn and achieve, and will add to your pleasure and usefulness.

4. *Can you express and control your emotions?* Such emotions as sympathy, affection, and loyalty are worthy feelings and should be cultivated and expressed. Selfishness, jealousy, anger, and hatred are unworthy motives and should be controlled. Both groups of feelings seek expression. Try to understand the motives which lead you to action and do not yield to the wrong ones. In this way right attitudes toward life may be developed.

5. *Do you have ability to control your bodily activity?* Train your body to co-ordinate with your mind and act quickly in emergencies. Awkwardness is the result of mental confusion and a poorly controlled body. Such activities as talking, walking, or the use of arms and hands are examples of action originally learned and now controlled automatically, allowing the mind to concentrate upon the new situation which it faces. School affords you an opportunity to learn to express yourself easily and to do well the muscular activities required of you, such as standing and sitting, dancing, sewing, cooking, writing, and typing. Good co-ordination of muscles and mind gives you a sense of achievement and poise which eliminates awkwardness. Work for this.

6. *Do you have the ability to get along with people?* Do not allow yourself to be self-centered. As a child grows older the normal thing is to become interested in other individuals and groups. You should enjoy association with people and be interested in what they are doing. This will take you out of

the narrow circle of interest in yourself only. Your experiences with other people should help you to better adjustments. If you do not get along with other people look for the difficulty in yourself. You are not socially grown up until you can get along with people pleasantly and co-operatively. You should like people and should also be liked by them.<sup>2</sup>

### QUESTIONS AND ACTIVITIES

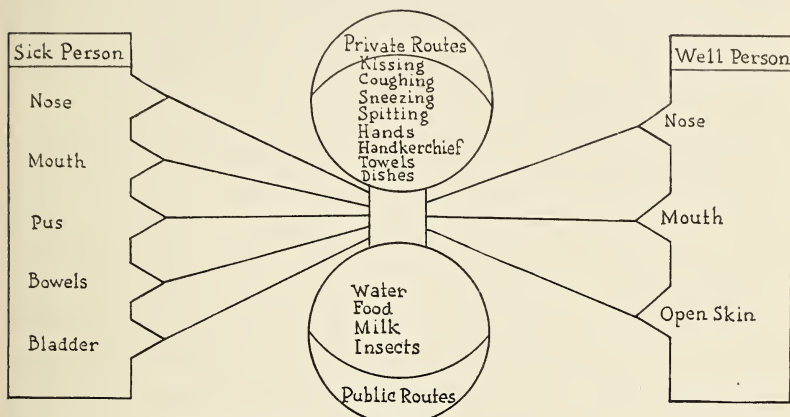
1. Is health merely a condition of physical soundness?
2. Make a list of the evidences of good physical health.
3. Make a list of the evidences of good mental health.
4. Discuss each.

### PROBLEM 3. WHAT ARE THE CAUSES OF COMMUNICABLE DISEASES?

Since the time of Pasteur and Koch, rapid progress has been made in the control of communicable disease. During the latter half of the nineteenth century, Pasteur established the fact that bacteria caused wine fermentation and silk worm disease. Robert Koch developed these ideas into a beginning study of the science of bacteriology; Joseph Lister began the use of antiseptics. All this work paved the way for our modern control of communicable disease by personal hygiene and public sanitation. The average length of life in the United States was put at 59.7 years in 1931 by the Metropolitan Life Insurance Company. This was a gain of 6.7 years since 1911-12. Health experts predict still further increases. Increase in the average figures from time to time is largely due to the decrease of death among infants under one year of age and the control of communicable diseases affecting children as well as the control of tuberculosis, typhoid fever, diphtheria, etc. Death from the degenerative diseases of cancer and from diseases of the heart and kidneys has increased. "Partially, because public health measures have reduced the death rates of the first group of

<sup>2</sup> In preparing the material on mental health, John J. B. Morgan's book, *Keeping a Sound Mind*, published by The Macmillan Company, was found very interesting and helpful.

diseases (those affecting younger people) and thus having brought about the prevention of deaths of early years, there has been a larger number of persons alive in later years to become victims of the second group of diseases (cancer and diseases of heart and kidneys)."<sup>3</sup>



Courtesy "Red Cross Teaching Center," Cleveland

#### How a sick person spreads disease.

This chart shows the routes by which the disease germs are passed from a sick person to a well person. They leave the sick body through the passages listed at the left; are transmitted through the private routes over which we have direct control, or the public routes for which the city is responsible; and are taken in through the nose, mouth, or open skin of the well person. The discharge is most dangerous when it is still wet.

In order to be intelligently co-operative in the fight to reduce communicable disease some special knowledge is necessary. We must know that such diseases are caused by germs or bacteria, a microscopic form of plant life which, when grown in the body, produces toxins or poisons. Most of these germs will not live for a very long period outside the body and must be transferred fairly directly from the body of one individual to another, or from some living host, as the *Anopheles* mosquito, in the case of malaria germs. They may enter the body

<sup>3</sup> Henry Moore. *Public Health in the United States*.



through the skin broken by any kind of injury or by the bites of insects. The moist mucous surfaces leading into the body, such as that of the mouth, may also be a means of entrance. Germs leave the body in the material given off from the mouth, nose, bowels, kidneys, or in any pus that may come from an infected area. The graphic diagram on p. 123, taken from the "American Red Cross Course of Study, Cleveland Red Cross Teaching Center," shows how germs are transmitted from the sick to the well by private and public routes.

The control of infection lies in clean personal habits and in ample supplies of pure water, safe milk, and food. The control of flies and other insects is also important. The American Red Cross text says: "Safety as well as decency lies in preventing as far as possible exchange of bodily discharges."<sup>4</sup>

**Quarantine.** When one is suffering from a communicable disease, he is prevented from mingling with the public by the sanitary code of his community, under the supervision of the board of health of the state in which he lives. An officer charged with the enforcement of this ordinance, upon notification by doctor, nurse, or any person knowing that a case of communicable disease exists, posts a card at the front and rear entrance of the building in which the patient resides. This preventive measure protects those who might otherwise come into direct contact with the infected person. Many times in the home, the patient is also isolated from the rest of the family, seeing only his or her nurse. This, of course, is for the protection of the family. When one is suffering from a cold, a short period of voluntary isolation may be a kindness to others. Some authorities think that those suffering from colds should be quarantined. At least it is a mark of thoughtful consideration to absent oneself from social gatherings when infected by a severe cold or influenza, and to disinfect table dishes and utensils used, to prevent spread of infection.

After recovery from a communicable disease, the patient and attendant must follow certain directions given by the doctor

<sup>4</sup> Jane Delano. *Home Hygiene and Care of the Sick.*

and health officer. This will render contact with others safe again. The division of health will remove the card and give a certificate in writing when danger from infection has passed. Freedom of those who have been exposed may also be limited for a period of time equal to the incubation period of the disease. Strict co-operation with the provisions of quarantine is a mark of intelligence and good citizenship.

**Inoculation.** Preventive medicine may be said to have begun with Edward Jenner in 1796 in working out the plan of vaccination against smallpox. Present day antitoxins and serums are ways of helping the individual to defend himself against infection by preventing attacks or making them less severe. Diphtheria, smallpox, tetanus, typhoid fever, scarlet fever, and possibly whooping cough, are among the most common diseases in our country which may be prevented in this way. In the United States the death rate from diphtheria has been amazingly reduced during the past ten years. The protection conferred on infants and children by vaccination with the "TAT" or toxin-antitoxin treatment is responsible for this. Vaccines for the prevention of the "common cold" are given with more or less success, apparently depending on the individual.

The freedom from disease which one gains from age, race, heredity, inoculation, and from having had a disease is called immunity.

**Antiseptics and disinfectants.** Personal hygiene demands some knowledge of antiseptics which may be used for gargles and in cleansing cuts, wounds, etc. A solution of salt and soda ( $\frac{1}{2}$  teaspoon each to 1 glass hot water) may be used for sore throat; and boric acid for inflammation of the eyes. (1 teaspoon to 1 glass boiled water.)

Diluted tincture of iodine is a safe antiseptic to be used for cuts. An antiseptic retards bacterial action but does not necessarily destroy germs.

A disinfectant is stronger than an antiseptic and destroys germs. Most disinfectants which are strong enough to destroy

germs are injurious to living tissue or are poisonous to man. Chemical substances such as bichloride of mercury and lysol are poisonous and should be used only under the direction of a doctor or nurse for cleansing hands and for the control of the transmission of germs.

We all recognize the importance of absolute cleanliness in everyday living. It increases one's self-respect and is one of the most important personal and household health measures. Hot water and soapsuds are very efficient germicides. Dry heat and boiling are satisfactory methods of destroying germs on utensils and bed and body linen.

Airing and sunning are important in cleanliness. The direct rays of the sun with which nature has generously provided us are active germicides.

#### QUESTIONS AND ACTIVITIES

1. How may we obtain health education?
2. Account for the increase in the present average length of life.
3. What precautions should be taken when a member of your family has a communicable disease?

#### PROBLEM 4. WHAT ARE MODERN WAYS OF SECURING HEALTH?

**What your community does.** The control of the sanitary work in most states is given to the state department of health. Each county handles problems pertaining to its own territory. Of course the control of epidemics, records of vital statistics, and policies involving the state come from the state department.

City departments of health maintain various clinics; provide medical inspection for schools; and supervise milk, food, and water supplies. They may also regulate clean-up campaigns and the collection of garbage. They keep a record of births and deaths including the causes of the latter. City hospitals and nursery centers are maintained by the city government for the benefit of its inhabitants.

**What your school does.** All present-day high schools have more or less elaborate programs to promote positive health. A little study of your opportunities along this line will help you to appreciate the advantages you have over those of the earlier years of your parents. Most large high schools have a doctor and nurse who give part or whole time to health problems involving the school. This includes examination for and correction of defects, first aid work, and discovery and exclusion of those suffering from infectious diseases.

Physical training and instruction for the improvement and preservation of health are a part of the curriculum of most high schools.

**What you may do.** Now upon this foundation built by your community you as an individual have a responsibility to attain and maintain your health at its highest possible point.

1. *Yearly physical examination.* Since many weaknesses do not manifest themselves to the individual until the condition is serious, regular physical examinations have come to be advocated. After one has left school, she should continue this annual check-up. A business woman holding a position of responsibility might find such procedure would safeguard her health and eliminate periods of illness by anticipating difficulties of malnutrition, infection, and degenerative diseases of various tissues. Life insurance companies have done much to educate the public to this idea, as did the medical examination of soldiers entering the army during the World War. In this way many remediable defects are discovered early enough to correct them.

2. *Go to bed promptly when ill.* Illness which interferes with the satisfactory accomplishment of one's daily duties deserves especial attention. If it is the result of late hours, overeating, overfatigue, or wrong food, perhaps a light, easily digested diet, a laxative, and going to bed in a well ventilated room will restore one to normal. Drinking plenty of water helps to eliminate poisons and restore dehydrated tissues.

If the illness is more serious, accompanied by pain or tem-

perature or both or by other less usual symptoms, a doctor should be called. One who knows your health history is to be preferred, otherwise select any reliable physician in whom you can have confidence. If you are a stranger in a community your county medical society will always give advice as to the selection of a reputable physician. Follow your doctor's directions implicitly as to treatments, rest, environment, etc.

3. *Learn how to care for the "common cold."* "Common colds" are far more serious than we usually think. Statistics show that the aggregate number of days missed from business and school, to say nothing of social engagements which must be canceled and pleasure in daily living missed, is greater from colds than from any other cause. Then they may lead to more serious difficulty such as sinus or mastoid infection and pneumonia, and may pave the way for tuberculosis. The best preventive measures are probably in following rules for the protection of general health. We seem to be more susceptible when suffering from overeating, lack of sleep, or overfatigue. As soon as possible after the first symptoms are noticed such as dryness in the throat, sneezing, discharge from the nose, and possible chills or fever, the following treatment will usually help the condition:

- (1) Take a hot bath.
- (2) Go to bed with extra covers.
- (3) Drink plenty of hot liquids such as hot lemonade. (A glassful every hour at least.)
- (4) Take a laxative if the bowels have not acted during the day.
- (5) Follow a simple diet program for the period of attack. (This would consist of liquids and soft foods.)
- (6) Stay in bed until you are better. This rest and relaxation will give the body a better chance to recover than if you continue about your daily routine. If you have a fever, remain in bed a day after the fever subsides.

Of course if the attack is severe and does not yield to treatment within 24 hours you should call a doctor.



**Harmless ways of caring for minor ailments.** There are a few remedies that all people should have available at home. These will depend somewhat on the individual and her personal preference for simple remedies. The following list was suggested by a doctor.

#### CONTENTS OF HOME MEDICINE CABINET

1. Bicarbonate of soda. A remedy for simple indigestion—useful also as a gargle and in the treatment of burns or insect bites.
2. Common salt. For gargle or for irrigations.
3. Iodine. A most satisfactory antiseptic (1 part of iodine to 5 parts of water, depending on strength). Be careful—the alcohol which holds the iodine in solution may evaporate, leaving the iodine strong enough to harm the skin.
4. Liquid green soap. A good first aid antiseptic for washing wounds (1 part to 3 parts of water about right).

NOTE. Such dangerous disinfectants as lysol and bichloride of mercury have no place in the home medicine cabinet.

5. Laxatives. Milk of magnesia is a safe and effective laxative. Mineral oil and agar-agar are some non-habit-forming lubricants.
6. Cathartics. Aromatic cascara may be taken when there is a real need for a cathartic. Castor oil is often the cathartic to take when advised by a physician. With abdominal pain that may possibly involve the appendix, never take a cathartic but consult a physician.
7. For burns. Olive oil, boric acid and vaseline, unguentine, or butesin picrate are good emergency dressings.
8. Aromatic spirits of ammonia. For nervousness or shock. (About 1 teaspoon to 1 glass of water.)

**Constipation.** This is one of the common ills that causes a great deal of difficulty because it allows waste to accumulate when it should be removed once or twice daily. The remedy is to train oneself to regular bowel movements at certain definite hours. The most natural convenient time for the bowels to act is in the morning. If the movement does not occur

before breakfast the peristaltic action brought about by the presence of food in the stomach or eating will usually help establish a definite hour. Of course we must give immediate attention to the urge brought about by the presence of waste material. Rising late and hurrying away to school or business will interfere with a regular habit time which must be established for health. If regular movements do not occur study the cause of your difficulty which may be wrong food, lack of sufficient liquids, or muscular inactivity of intestinal walls. Foods containing bulk or cellulose will stimulate muscular action. Fruits, vegetables, and whole grain cereals are high on this list.

Do not use cathartics. They become a habit. Some are irritants to the lining membrane of the intestines and act by causing the tissues to pour out fluids to dilute them. This softens the contents of the intestine so they are readily expelled with the irritating materials. Others act by causing rapid contraction of the muscular walls of the intestines. This leaves the muscles exhausted and less able to produce a natural movement than before. Mineral oil and agar-agar are harmless and may be used when one must have artificial lubrication or bulk.

Do not forget to drink your full quota of six glasses of water daily; this with exercise, right food, regular living, and establishing a definite time for bowel movement each day should make other remedies unnecessary.

**Proper care for painful menstruation.** Cramps which cause pains at menstrual periods are not unusual in girls. They may occur occasionally only and the condition may correct itself with proper care. Usually getting off one's feet will help. A hot drink such as Jamaica ginger and hot water or some hot tea, with the application of heat to the back and abdomen by means of hot water bottles or electric pads are good follow-up measures.

Getting plenty of rest and observing other health rules, particularly those correcting constipation, are helpful in making

the period a normal one during which one may pursue her usual activities.

A bath at this time, if of moderate temperature and not followed by exposure to cold or drafts, should be helpful and not harmful as formerly thought. The bath should equalize the circulation and act as a physical and mental stimulant.

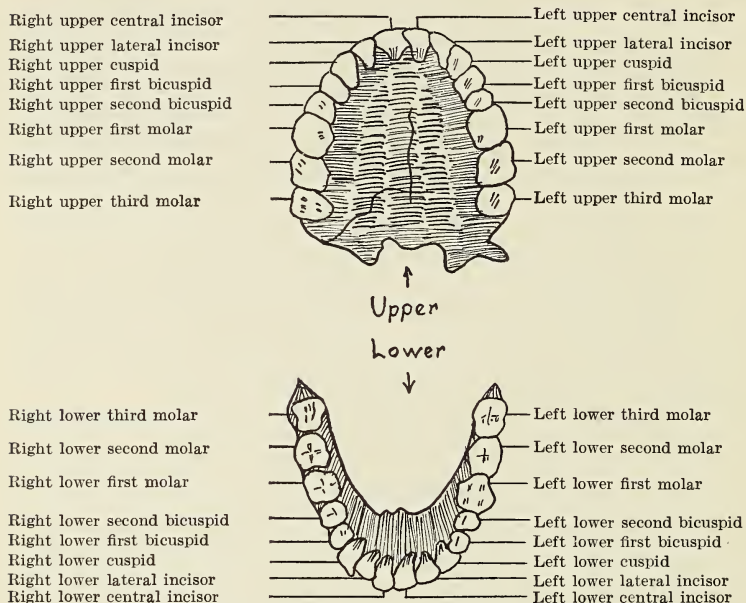
**Your teeth and your health.** Jabby says: "Take care of your teeth and they will never be false to you." We are all concerned with how to secure and preserve the good teeth of which Jabby speaks. They add to our personal appearance, they are necessary to the proper mastication of our food, and are closely related to our general good health in many ways.

The American people are more concerned with the preservation of teeth through personal and dental care than any other people. Our dentists are better trained, and more educational work has been done here than in any foreign country to help young people understand what good teeth involve.

**Sets of teeth.** We have two sets of teeth, the temporary and the permanent sets. The first set, twenty in all, is replaced from about the sixth to the twelfth year. Young people in high school usually have their second set, thirty-two in all, except perhaps the wisdom teeth or the last molars which come in from the ages of seventeen to twenty. Are you familiar with the names and location of the teeth of this set? Study the diagram and locate the upper left cuspid in your own mouth; the lower right first bicuspid. You should know the name and location of each tooth. Why is this knowledge important? What is the use of each kind of tooth?

**Tooth structure.** Do you know about the structure of a tooth? A little study will help you to understand that the body of the tooth is made up of dentine. The surface above the gums is covered with a wear-resisting substance called enamel. If this enamel is imperfectly formed or is broken through in any way, decay can rapidly proceed through the dentine. If not arrested by attention from your dentist, the pulp containing the

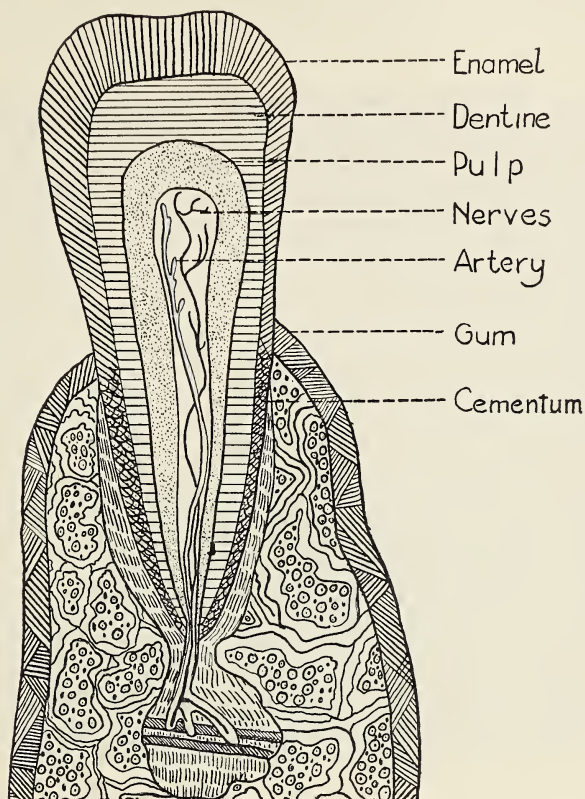
nerves and blood vessels in the center of the tooth is eventually reached and one has a toothache. When this stage is reached, it may then be too late to save the pulp of the tooth or even the tooth itself. The nerves and blood vessels enter through small openings in the roots of the teeth.



Second or permanent set of teeth.

The portion of the tooth showing above the gum is called the crown; the lower part which is normally covered by the gum and imbedded in the jaw is called the root. The root portion of the tooth is covered by cementum. The enamel slightly overlaps the cementum where they meet. The enamel and cementum do not carry sensation but the dentine does. The covering of the dentine is very thin at the gum line and if it is exposed by wear of the tooth brush or by the use of too coarse powder, this area will be found sensitive when touched in any way or irritated by foods. There may be no

cavities or the life of the tooth may not be in danger but if you have such a condition your dentist should be consulted about treatment.



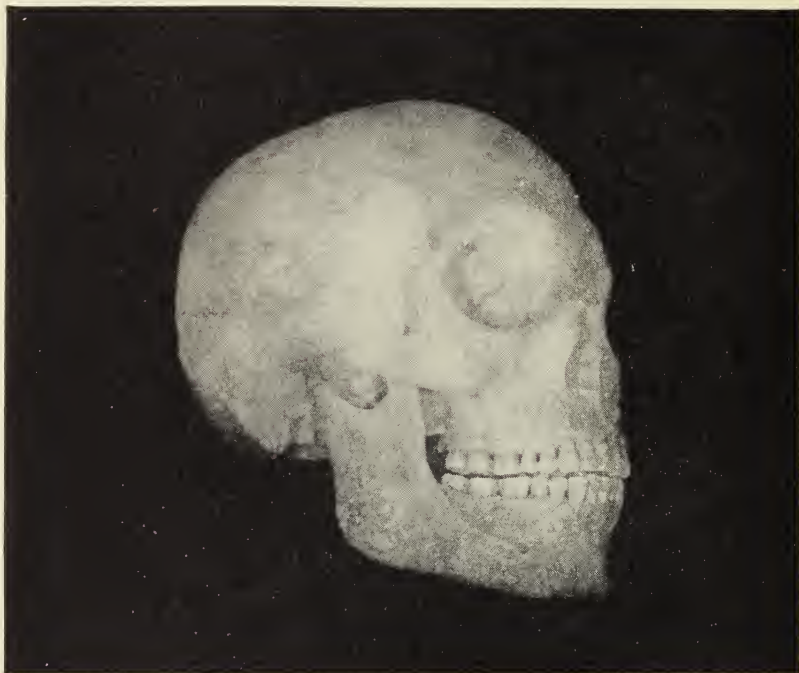
Structure of a tooth.

**Food and teeth.** What does modern science teach us about the relation of food to teeth? How may this knowledge help us to build up and preserve good teeth?

Soft, badly formed, or imperfectly enameled teeth seem to be some of the disadvantages that may come with civilization. Skulls of Indians who lived in earlier periods under more primitive conditions show sets of perfect teeth as to structure,



form, position, occlusion, and preservation. Present-day Eskimos who have come to live in the communities of the white man or, in other words, under the conditions brought about by civilization as to the habits of living and food, are found in many cases to have developed decayed and abscessed teeth.



Courtesy Dr. Weston A. Price

**The skull of an Indian of an earlier period showing well formed and well placed teeth with good occlusion.**

With the latter conditions come the difficulties that may follow in the wake of such infection, such as arthritis and neuritis. For these diseases there are no words in the native language of the Eskimos, showing definitely that the difficulties are new experiences to them. If no improvement in causes takes place, the succeeding generations may show results in malformed and malplaced teeth.

The study of such cases as these has led modern dental authorities to the conclusion that well developed jaws and good teeth are largely dependent on the body's being provided with the elements of which bones and teeth are made.

It is now commonly acknowledged that right food is of primary importance in the building of good teeth. This means that the diet of the mother before the child is born should contain mineral matter, particularly calcium and phosphorus, and the vitamins, especially Vitamin D, which enable the body to make use of these minerals. In this way she will protect her own teeth and give the baby a start on healthy "tooth buds."

After birth the diet of the child continues to be very important, particularly during the tooth forming period. Milk and milk products, whole grain cereals, eggs, fresh vegetables, and fruit all contribute elements necessary to the building of good teeth and should be found in the diet of the prospective and nursing mother.

Sunshine and cod-liver oil are aids to the body in making use of the necessary tooth building elements found in rightly selected food. Whole grain cereals which are well cooked, eggs, ripe bananas, baked potatoes, raw and cooked vegetables, prunes, baked apples, and apple sauce are among the foods which should be included in diet during the tooth-forming period. Of course milk and all soups and puddings made of milk should be used generously. Remember, a quart of milk a day is not too much for anyone up to the age of twenty years. Girls in particular seem to need this advice. Incidentally, milk is the best food we have when reducing weight. It is low in calories and high in its protective qualities. Sweet cookies and cake, pastries, preserves, candy, ice cream cones, and ice cream sodas are very poor between-meal foods. Can you tell why?

We must also remember that food which requires mastication is better for the teeth. Chewing stimulates the circulation of the blood in the teeth and promotes the digestion of the food because it is better mixed with the saliva. Fruits and vegetables eaten raw do not have their mineral content depleted and

afford exercise for the teeth and gums. Vegetables should not be cooked until they are soft and flabby and offer no resistance in chewing. Foods should be prepared in such a way that the mineral content is not dissolved and thrown away during preparation, but rather retained and eaten. Baked potatoes, baked apples, carrots, and other fresh fruits and vegetables steamed and served with the least possible loss in food value are excellent in dietetic quality and in flavor.

Have you or any of your family ever had the dentist suggest a change in diet for the improvement of your teeth? What were his suggestions? Make a diet list for yourself for one week which would be rich in tooth building elements.

**The importance of professional dental care.** So much educational work has been done along the line of oral hygiene that most of you are now aware of the importance of visiting the dentist at least twice a year to have the teeth cleaned. You should not wait until there are cavities to be filled or extractions to be made. In this way serious difficulties may be anticipated and prevented or made less serious. Preventive dentistry, like preventive medicine, has made rapid strides in the twentieth century toward contributing to positive health.

Periods of business depression are usually periods of neglect of teeth. Dental service when needed is more important to one's good looks than new clothing. Economy along other lines is more than justified to provide this investment which yields returns in health and appearance during one's entire life.

Regular professional dental care will prevent pain and save your teeth for longer use. To be afraid to go to the dentist is cowardly. Each day's delay may mean the necessity of more expensive service or possibly of extraction. Your health may also be involved. Infection which causes rheumatism, neuritis, and heart difficulties may come from abscesses at the roots of teeth which look perfectly sound.

Pyorrhea is an infection of the tissues around the roots of the teeth. Dentists usually make use of X-rays to discover abscesses and pyorrhea.

An abscess may not manifest itself in a gum-boil but may form slowly, causing little pain. The blood stream takes up the poisons given off by the abscess and carries them to other parts of the body, causing the diseases mentioned. The dentist will usually extract such a tooth.

In the beginning stages of pyorrhea, right diet and exercise of the gums by selecting foods that must be chewed or by massaging the gums will possibly correct the difficulty. Your dentist should remove the tartar and all cavities should be filled and fillings polished.

Trench mouth is an acute infection of the gums which may be contracted by direct contact or by eating in places in which sanitary standards are low. A person suffering from this infection should not kiss others. This disease is not unimportant as some ignorantly think, for if it is neglected it may become very serious, even causing death.

**Personal care of your teeth.** Of course the daily care of your teeth is your own responsibility and is a necessary part of your personal care, providing a protection to the teeth next in importance to the diet. The habit of thoroughly brushing the teeth in a proper fashion should be established early by everyone. Tooth paste is now quite generally used in cleaning the teeth. If it is free from grit or other harmful substance, it may be pleasant and helpful. All consumers should know, however, that the extravagant claims made for many much-advertised tooth pastes cannot be supported and that many are even injurious to the enamel and that all are comparatively expensive. Your dentist will advise you as to which pastes or powders may be safely used. An equal mixture of fine salt and baking soda is a very satisfactory dentifrice at a negligible cost.

When ready to brush the teeth, moisten the brush, apply the dentifrice and with a few swift strokes cover the surfaces of the teeth. Brush the upper teeth with a downward motion on both the outside and inside and then the chewing surfaces. This process should be repeated with the lower teeth brushing

up instead of down on both the inside and outside. The bristles should be pushed into the crevices between the teeth and enough time should be taken to secure the smooth, pleasant feeling which comes with well-cleaned teeth. Brush the necks of the teeth and the gums as well, being careful, of course, not to injure the gums. The thorough brushing of the teeth and gums as outlined has a stimulating action.

After the teeth are satisfactorily brushed, the mouth should be well rinsed and the brush washed and placed to dry. Some authorities advocate diluted lime water to rinse out the mouth. The process of cleaning the teeth should be done twice daily. The times which seem to fit best into most of our programs of daily living are when making our toilets in the morning and just before retiring at night.

In regard to the selection and care of brushes, most authorities advocate two brushes so that a stiff, dry one may always be available. From time to time purchase a new brush. When a brush becomes soft and broken, it is not so effective. Each brush should be hung up separately where it will dry and be ready for use again. It should be placed where it will not become confused with someone else's brush. Cheap brushes that lose their bristles are a poor investment. Individual glass or celluloid tooth brush containers are not sanitary since they prevent the bristles from drying out and tend to promote the growth of germs.

**Your feet.** There are two arches in each of your feet made by the arrangement of the fourteen small bones and many smaller attached muscles. The longitudinal arch runs from the heel forward and the transverse arch goes across at an angle just back of the toes. These arches and the muscles supporting and controlling them give the feet flexibility and grace. Nature designed the normal foot for the support of the weight of the body when we stand, walk, and run. The unit on "Supervising One's Wardrobe" emphasizes the importance of well-selected shoes designed to fit the normal foot, with heels low enough not to throw the body into a poor posture. A foot



thus fitted contributes to beauty and health by making movements easy and graceful and by properly supporting the weight of the body.

"Flat feet" are the result of broken-down arches. This may be caused by heredity or by weak muscular and bony tissue which may be the result of malnutrition or illness, and possibly by standing on the feet a great deal. Flat feet may be very painful. They also detract from the natural beauty of the feet, which is much more important than any false standard of "style" which may be satisfied with tight, poorly fitted, badly made shoes.

Try to discover the style and make of shoe that fits your foot and continue to wear that shoe. Many manufacturers now specialize in shoes that fit long, narrow feet. Other types of feet also receive special consideration. Remember that your feet should be in proportion to your body and that they will feel and look their best when properly fitted in shoes of the right width and length. Business and professional women find good-looking, comfortable shoes an invaluable asset to efficiency and health.

**Ringworm ("athlete's foot").** This is an infection of the skin which has become so common that we should know something about it. It most frequently affects the feet and is usually acquired by walking barefooted where infected persons have walked without shoes, thus leaving a dangerous track behind them. Such places as the damp approach to swimming pools, the wet floors of dressing rooms at bathing beaches, and locker rooms of gymnasiums may be infected. Ringworm is caused by fungi. The skin between the toes and sometimes even between the fingers is attacked. The infection is often accompanied by blisters or fissures and may be accompanied by an uncomfortable itching. This condition may become very serious. Consult your doctor for treatment.

As a preventive for ringworm:

1. Avoid going barefoot into places where the fungi may exist.
2. If you do go, wear moisture-proof slippers in these places.

3. If infected, wash your feet daily, drying them thoroughly before you leave the tub. This is a protective precaution for others.
4. If you can alternate pairs of shoes do so daily. Wear clean hose each day or oftener.
5. When you bathe, dry from upper part of the body to the lower. In other words, do not distribute the infection on your own body.
6. Of course hygienic measures should be taken to remove infection from places where it is usually found by absolute cleanliness and by the use of disinfectants. Wading troughs should contain a chemical to discourage growth of fungi. Bathers should be compelled to walk through the trough when going to and from the pool.
7. Protect other people from the possibility of becoming infected by extreme care in your own conduct. Always wear your own bedroom slippers and put them on immediately when stepping out of bed. Do not distribute the disease in any way.

**“Plantar’s wart.”** This is another condition that affects the feet. It occurs on the bottom or plantar surface of the foot. It is transmissible in the same way as ringworm or athlete’s foot. It usually occurs in connection with or below a callus and should not be removed until a doctor has been consulted. It is the commonest cause of painful callus. There may be one or several. Some cases respond to treatment with the X-ray.

**Your eyes.** The eyes are complicated organs which merit the best of care because of the pleasure and progress made possible by their proper functioning. Many people have defective vision. Modern science has constantly striven to improve indoor lighting, and much has been accomplished since Edison invented the first incandescent electric light about fifty years ago. We see because of light; therefore, we should have adequate light to see well. Light should fully cover the field of work. There should not be a confusing glare which comes from areas which are too bright in the field of work or vision. There should be an even diffusion of light in the room, ap-

proaching that of outdoors so there will not be too great contrasts in the field of work and the surrounding field of vision.

There is a close inter-relation between health and the eyes. Do not abuse the eyes by overuse, or strain them by doing reading or sewing or any close work in dim, glaring, or flickering light. Proper care will reduce nervous strain, prolong the use of the eyes, and promote health. The need for education along the line of more adequately lighted homes is evident. Satisfactory study and work lights are now on the market at very reasonable prices.

**Your clothing and health.** In warm weather select loose porous clothing which will permit the free circulation of air and allow for the evaporation of perspiration from the skin. Light colors are to be preferred for their appearance of coolness and because they absorb fewer of the sun's rays. Linen and cotton and thin weaves of rayon and silk which may be laundered satisfactorily are to be preferred for fastidious and sanitary reasons.

In cold weather we find that clothing of a light, comfortable weight is most suited to our modern, well-heated schools and homes and also to the places where we work. Warm outer clothing should protect us when we go into the cold. When dressing for outdoor work or sports, warmer clothing should be worn; wool and fur give the most protection. Make a brief study of fibers and tell why this is true.

**Protection of feet.** Good protection for the body in cold and wet weather requires the use of rubbers, overshoes, and galoshes according to the kind of weather.

### QUESTIONS AND ACTIVITIES

1. Make a list of things that have been done for you by the public schools to help you maintain your health.
2. On what basis is the community justified in making these expenditures?
3. What are the advantages of a yearly physical examination?
4. Make a list of four bad habits which may abuse the eyes.

5. What is the professional preparation required in your state, and what the work, of each of the following: (1) Oculist? (2) Optometrist? (3) Optician?
6. What precaution should swimmers take to protect the ears from infection?
7. Why should accumulated wax not be removed with sharp instruments?
8. By filling in two outline drawings of the teeth show the structure of a sound tooth and the progress of decay.
9. Should we wait for the danger signal of pain before visiting the dentist? Why?
10. How may infections begun in decayed teeth be carried to other parts of the body?
11. Make a diagram of the teeth in the permanent set. Name them.
12. What foods should the diet of children include during the period when teeth are being formed?
13. Problem to do:

*On care of the feet*



Take pedigraphs of both your feet. You can do this by wetting each foot and then stepping on a piece of colored blotting paper, making an impression which is called a pedigraph.

(1) Mark around the prints of your feet before the water dries and you will have a pedigraph showing the exact size and shape of both feet.

(2) Next place your shoe on a piece of paper and trace around it with a pencil. Cut out the shape of the shoe and lay it over the pedigraph to see if the shoe is the correct size and shape for the foot. There should be room for all the toes, the space across the ball of the foot should be wide enough, and the heel should fit snugly.

Should the feet approach this \ / or this | | position when we are standing?

### PROBLEM 5. HOW CAN HEALTH MISTAKES BE AVOIDED?

**Acting on the advice of others.** Perhaps the desire of people to be helpful leads one person to pass on, to another,

remedies which have been useful to him. However, acting on such advice, no matter how well meant, is not wise if it involves other than the simplest of remedies or treatments. The reasons are self-evident. You may not have the same illness as your friends even though your symptoms may be similar. The strength of the medicines which are recommended may not be suited to your needs since they were designed for other individuals. Then again, the real symptoms may be obscured by the effect of the remedy. Even in your own experience you have doubtless observed that you may have been advised when ill to take almost as many remedies as you have friends. Who shall say whether to choose any or all of the remedies? The answer is, do not indiscriminately give advice to or follow advice from untrained people as to how to treat illness. Be tactful and helpful, but do not prescribe when a doctor should be consulted.

**Taking sample or patent medicines.** This practice is open to the same criticism. They are either of no use or may contain harmful drugs of whose strength or purity you have no assurance. A good proprietary medicine is sometimes recommended by physicians. It stands on its own merits and does not need exaggerated advertising and testimonials to recommend it. Hundreds of thousands of dollars are spent for patent and quack remedies in the United States each year. By their extensive advertising they appeal to people who think they have the symptoms so prominently mentioned. Headache, backache, and lassitude are common indications of illness which may come from a number of causes; therefore responding to the appeal of this spectacular method of advertising is a poor way to get at actual causes and get well without losing time and money.

**A modern menace.** Some modern advertising strives to make one overconscious of all possible bodily offenses. It is exaggerated and misleading. From street cars and the pages of newspapers and magazines, advertisements appeal to our egotism and vanity. Our most intimate hopes and ambitions,



which should depend on a better foundation, are said to be in danger if we fail to use certain remedies, soaps, hair tonics, or articles required to make us acceptable in social or business life. This advertising is becoming ridiculous, as some newspaper and magazine articles are already indicating. Exaggerated advertising which overstates possibilities and results should be discouraged by the American public.

**Taking stale drugs.** Medicines deteriorate on standing; by evaporation they may grow stronger. Therefore we should clear our medicine cabinet from time to time and not use old or stale drugs. It is much better economy to dispose of the drugs than to endanger health by their use.

**Headache remedies.** Headache remedies and pain allaying drugs are particularly dangerous to take. Headaches and other pains are nature's way of indicating some physical difficulty which should receive attention.

Using the eyes moderately, eating light, easily digested foods, getting sufficient rest, drinking plenty of clean water, breathing fresh air, and getting some sunshine should help the body to bring itself back to normal. If these remedies do not relieve you, consult your doctor.

**Use of cigarettes.** Perhaps this habit should be discussed in a consideration of health habits for girls. Tobacco contains nicotine, a narcotic drug or poison. Tolerance for this drug differs with the individual. Its use is often misrepresented in advertisements as energy producing. The highly sensitive nerves of women may have their irritability increased by the use of cigarettes. Cigarettes increase the formation of tartar on the teeth, they give one an unpleasant breath and one's clothing a lingering tobacco odor. Smoking is, to say the least, an expensive habit which no girl should begin until she is earning her own money. Then she will be mature enough to decide whether she wishes to establish a habit which is expensive, untidy, and hard to break. The idea of its being "smart" for girls to smoke may change with usage.

## QUESTIONS AND ACTIVITIES

1. Is the value of a medicine always in proportion to the advertisement?
2. What are the dangers of doctoring oneself?
3. List several ways by which constipation may be controlled without the use of drugs.
4. Write a paragraph about the family medicine cabinet, discussing the following points: (a) location, (b) proper labeling, (c) stoppers, (d) accessibility to children, (e) disposal of stale drugs.

## PROBLEM 6. WHAT ARE THE IMPORTANT HEALTH RULES?

**Importance of relaxation.** Fatigue of body is a warning that relaxation is needed. The symptoms should be recognized and heeded before the breaking point is reached. Relaxation of the body is most complete when lying down. For this reason short daily periods of relaxation at the close of the day's work for the business woman or the student are helpful in restoring physical balance. To relax means to loosen; this relieves muscular tension, equalizes circulation, and makes one feel rested. Athletes acquire ability to relax completely and to make a few minutes of rest count.

**Diversion.** Sometimes the same thing seems to be accomplished by agreeable mental diversion or change which absorbs our attention and diverts our interests from our usual line of work or thought. Conversation with agreeable people, visits with friends, a drive into the country, reading, attending the theater, outdoor sports, all serve important purposes in rest and renewal. Simple, interesting diversions are often more satisfactory than more elaborate stimulating ones which use up our energy. Vacations and travel, when they can be arranged, give us more prolonged recreation periods and are important milestones.

**Good food habits.** Eating properly has been previously discussed. We all know we can be made ill by a wrongly chosen meal, by the wrong amount of food, or by eating at irregular

times. Good, wholesome, well balanced food simply prepared, well seasoned, and served regularly helps to keep us well and happy.

**Fresh air.** The amount of fresh air available in our homes, schools, and places of business directly affects our health and comfort. Fresh air is comparatively free from dust and germs and contains the oxygen which is a necessary part of the life process of oxidation continually going on in the body.

However, it has been conclusively shown that the amount of moisture the air contains, its temperature, and also its circulation have more to do with our comfort than its mere composition. Our modern air-conditioning systems wash the air, as it were, removing the dust and therefore germs. Humidity is regulated for comfort and the air is kept in circulation. The advantages of air conditioning for homes are widely appreciated; and were it not for its high cost, it would undoubtedly be widely adopted.

Most city dwellers now have a keen appreciation of the stimulating effects of outdoor air. This is indicated by the numbers who picnic in the parks, swim at the bathing beaches, and spend vacations along bodies of water and in the mountains.

**Sunlight.** Good outdoor air has more beneficial effects than even well conditioned inside air, because of the sunshine whose ultra-violet rays act on the skin, producing Vitamin D. This prevents rickets and allows the body to take up more calcium from the food. By increasing the calcium and number of blood platelets, we become more resistant to disease.

The most beneficial effects come from the action of the sunshine on the bare skin. This health fact perhaps accounts for the prevalence of modern abbreviated sports and swimming attire. Sun suits for children have their origin in these facts.

The value of the sun's rays depends not only on the surface of the body exposed but upon the absence of clouds and dust in the atmosphere and upon the time of day and season of the year. During the winter months the ultra-violet content of the sun's rays is low. It increases in amount during the early

spring and summer months. By autumn it has begun to decline in value. The hours from ten A.M. to four P.M. are the best for the healthful ultra-violet rays of the sunlight. Can you tell why city dwellers in downtown districts do not get the full value of the sunshine even in spring and summer months?

Doctors tell us that long exposure to the sun's rays may be harmful, injuring the skin and the cells beneath it. The desire for a coat of tan leads many people to overexpose themselves to



Courtesy National Dairy Council, Chicago

### Stepping out.

the action of the hot sun. The burn which results is very painful and disfiguring. It should be treated as any other burn. Short periods of exposure, which may be lengthened as the ability to withstand sunburn increases, seem to give the most satisfactory results.

Glass which does not eliminate the ultra-violet rays of the sun's light is the ideal kind for home use. Experts tell us that the time will come when we will not only receive these beneficial rays through our window glass, but even the electric illumination in our homes will contain ultra-violet rays similar to those given off by sunlight.

**Exercise.** Proper exercise stimulates the building of body tissue. It is a law of nature that that which is not used deteriorates. Students as well as business people need to give special attention to the exercise of the body since there is a

direct relation between it and good digestion, good circulation, good breathing, and mental clarity. Modern interest in outdoor life and sports takes care of this problem for many people. Walking in the out-of-doors is excellent exercise and is possible for everyone. Brisk walking in the open is stimulating and diverting because of the fresh air, sunshine, and the change of scenery. Strolling is not so valuable as an exercise. Regular attention to some form of daily exercise outdoors or indoors should be a part of our program of living.

**Sleep.** "Blessings on him who first invented sleep. It covers a man over, thoughts and all, like a cloak. It is meat for the hungry and drink for the thirsty."—Cervantes.

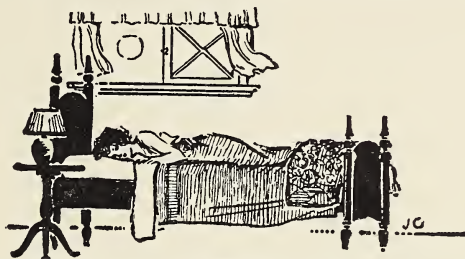
Sleep is a beneficent arrangement of nature to give us periods of renewal. We see how thrifty nature is to arrange for inactivity when the world is turned from the life-giving qualities of the sunshine, and how badly we manage when we reverse nature's order by turning night into day.

Each cell of our bodies is like a little galvanic battery producing energy until its power is lessened by fatigue. The restorative which is most effective is sleep, which, even for short periods, will return the cells again to energy production. However, to keep the body in health, regular periods seem necessary. Their length varies with age and individual requirements. From eight to nine hours of sleep seem best for the health of young people and also for most adults. Many things happen in present-day living to prevent our getting this amount. Homework, the radio, the movies, social life, and a host of activities easily claim hours that should be used for sleep. However if we wish to put each of the twenty-four to the best use, regular sleeping hours should be planned. If you do miss your full hours of sleep one night, try to get your regular rest the following night. You cannot fully make up for lost sleep when you do get to bed. The impairment brought about by broken rest may last for a week or more. This impairment, as everyone knows, means reduced efficiency in work for which one is responsible and reduced self-control shown in



irritability and a face and feelings that register the state of being below par.

Sleep usually comes easily under proper conditions. Comfortable beds, well-ventilated rooms, and a mind relieved from the events of the day help to create a pleasant attitude toward sleep and bring the desired drowsiness. However, if one finds himself restless and unable to fall asleep, a hot milk drink or a warm, not hot, bath should bring the necessary relaxation.



Courtesy National Dairy Council, Chicago

**Sleep usually comes easily under proper conditions.**

“When tired with the vain rotations of the day, sleep winds us up for the succeeding dawn. It is a delicious moment certainly, that of being well nestled in bed and feeling that you shall drop gently to sleep. The good is to come, not past, the limbs are tired enough to render the remaining in one posture delightful. The labor of the day is gone. A gentle failure of perceptions creeps over you. The spirit disengages itself once more and with slow and hushing degrees, like a mother detaching her hand from that of a sleeping child. The mind seems to have a balmy lid closing over it like an eye. It is closed—the mysterious spirit has gone to take its airy rounds.”<sup>5</sup>

**Drinking water.** Water makes up about three-fourths of our body weight; therefore there must be a regular intake to keep the composition of tissues, the circulation of blood and lymph, and the secretion of glands in a normal condition. We daily excrete over two quarts of water through the kidneys, bowels, skin, and lungs. Nature, demanding a fresh supply

<sup>5</sup> Leigh Hunt.

of water, creates thirst, which we satisfy by drinking water and other beverages such as tea, coffee, and diluted fruit juices. All foods contain more or less water, but the tendency of people living relatively inactive lives is to drink too little water. Fatigued tissues are dehydrated and need water in their renewing process. To keep up the needs of the body and to provide for the proper disposal of waste requires about six to eight glasses of water per day in addition to that found in our food.

To have regular times for drinking water insures our getting it. The recommended number of glasses may be taken, one at bed time, one at each meal, and the remainder between times in the form of water or beverages high in water content such as lemonade, orangeade, or other diluted fruit juices. Do not misinterpret the amount of water needed as one small boy did recently who attempted to drink sixty-eight glasses of water instead of the required six to eight. Drinking too much of any ice cold beverage is not good during hot weather since the stomach becomes overchilled. Neither are synthetic drinks recommended for the sake of health since they are artificially colored and flavored. Nature has provided us with so many delicious fruit juices which contribute to health that it seems more than foolish to spend our money for beverages which are not beneficial and which may even be harmful.

**Bathing for health.** In the unit on "Careful Grooming," bathing has been discussed from the standpoint of good grooming. Health as well as the personal satisfaction in cleanliness and daintiness demand frequent cleansing baths. The perspiratory and sebaceous glands continually pour their contents on the surface of the skin. The removal of this excess and of the dead cells of the outer layer of the skin is most effectively accomplished by bathing. The skin is kept in a more healthful condition and odors arising from any bodily function are removed.

The most common and most used bath is the tub bath. This is always cleansing and may serve various purposes depending on the time one remains in and the temperature of the bath.

The tepid bath taken at about the temperature of the body acts as a sedative and may be taken before going to bed. The sedative bath may be taken for a longer period than the warmer cleansing bath; experience will indicate the time required for best results.

The hot tub bath may be used for breaking up colds or relieving congestion or the stiffness coming after excessive exercise. It may be hard on the heart and cause weakness if one remains in too long. Do not go into the cold or expose yourself to a draft immediately after a hot bath.



Courtesy National Dairy Council, Chicago

**The most common bath is the tub bath.**

After a quick, hot tub bath, cold water run into the tub will give one a feeling of mental and physical exhilaration.

A body washcloth and bath towel should be provided for each member of the family with a separate washcloth and towel for the face. Clean towels should be provided as often as needed. Fresh towels and washcloths once or twice a week meet the needs of most families. Separate rods should be assigned to each person.

The kind of clothespin that opens and closes may be fastened up and used in place of rods in summer camps or when other means of distinguishing individual bathroom linen are not available.

**The sponge bath.** It is quite possible to keep the body clean when living under conditions where the above discussed baths are not available.

Bathtubs as we know them are a comparatively modern convenience. While desirable, they are not indispensable to high

standards of cleanliness. Many of our grandparents and parents took sponge baths and even now a great number of people in this country use this means of bathing. The very nature of the sponge bath makes it thorough and a contributor to good health.

A basin of soft water of the desired temperature, soap, washcloth, and towel are all the equipment necessary. In taking this kind of bath one begins with face and neck, washing and drying each portion of the body before proceeding. A square of oilcloth laid on the floor is a protection to the floor and perhaps to the feet. Rubber sheeting or a square of oilcloth covered with a bath towel and placed under a patient makes it possible to give such a bath to a person ill in bed. At the completion of the bath in bed, alcohol followed by a good talcum powder may be applied to back, hips, heels, etc. This will help to keep the skin in good condition and add to the comfort of the patient.

In addition to bathing the body for cleanliness and for esthetic reasons and caring for the hair and face as directed in "Careful Grooming," we must remember that health demands that we wash our hands frequently during the day. This should always be done before handling food, after visiting the toilet, and as often otherwise as conditions may make necessary.

**Good posture.** As a child develops he gains control of his muscles and bony framework by use and exercise. He learns to walk alone between the ages of twelve and eighteen months. The posture of healthy well-nourished children in early years is usually good.

The body is held in an erect position by opposing sets of muscles which draw the head, chest, and shoulders forward or backward or into other positions as the occasion may demand. Now if any of these sets of muscles are weakened through disuse or strengthened by overuse the body loses its good posture and assumes a stooped and displeasing pose. Such a result may occur during youth. During this period the nervous,

muscular, and bony systems develop rapidly and not always at the same rate of speed. Therefore they need training and exercise to hold the body in the best posture.

Proper carriage is very important to every individual whether he is tall, of medium height, or of short stature. Those of short stature wishing to make the most of every inch of their height usually develop a good posture, but those who are taller do not always realize that "standing tall" and "sitting erect" help them to make the best use of their bodies and to eliminate feelings of awkwardness. If they allow themselves to develop round shoulders with heads carried forward they gain a very displeasing figure which is more ungainly than a straight figure no matter how tall they may be.

We usually form a high estimate of the ability of a person who stands and walks erect. Mental characteristics of alertness, decision, and courage are indications of good health and reflect themselves in good posture.

Faulty posture may be the result of malnutrition as shown in the flat chest and prominent shoulder blades of the undernourished. It may also be the result of weakness coming from illness in which muscles have

## Excellent Bad



Courtesy Children's Bureau,  
U. S. Dept. of Labor

In the figure at the left, note: (1) erect head and neck; (2) raised chest; (3) straight shoulders; (4) lessened curve at small of back; (5) abdomen drawn in, well supported, no extra weight; (6) taller appearance of whole body.

In the figure at the right, note: (1) forward tilting of head and neck; (2) sunken chest; (3) round shoulders; (4) pronounced curve at small of back; (5) weight of trunk of body shoved upon abdominal muscles causes abdomen to protrude; (6) shorter appearance of whole body.



lost tone, or it may be the result of industrial or other fatigue. In any of these cases the remedy is to correct the cause.



Incorrect Sitting  
Posture

Note:

- (1) forward tilting neck and head.
- (2) sunken chest.
- (3) round shoulders.
- (4) protruding abdomen.
- (5) general curve of whole back.
- (6) sitting on end of spine.



Correct Sitting  
Posture

Note:

- (1) erect head and neck.
- (2) raised chest.
- (3) erect back.
- (4) abdomen drawn in.
- (5) straight back.
- (6) whole back touching chair.

However, in most cases the deformity is brought about by lack of thought of our posture when engaged in daily activities. Continued poor occupational posture will eventually take a permanent toll in a warped body whose general health will be impaired by the improper functioning of the body organs thus thrown into a cramped position.

Sitting in a stooped position at a desk at school, walking with the head thrust forward or standing with abdomen out and chest in, all give poor posture habits.

If the opposing sets of muscles are equally developed, they will hold the body in an easy natural erect position which will make one feel at one's best because the organs in the chest and abdomen can function normally. The weight of the body then falls properly upon the arches of the feet, enabling one to walk easily and gracefully without dragging one's feet or being noisy with one's heels.

**The need of moderation in modern living.** Modern living, even for young people, offers so much that is interesting, stimulating, and even demanding that it is important for each of us to work out our own interpretation of the Apostle Paul's injunction of, "Be ye therefore temperate in all things." Much of our procedure for proper living may become harmful if carried to excess. Overexercise may place undue strain on the heart, muscles, tendons, or other tissues.

Overeating may provide more fuel than the body can utilize. In this way the digestion, absorption, and assimilation processes are deranged and the excretory organs become clogged.

Recreation which serves such an important purpose in a program of living may become a menace if indulged in too lavishly. Like the dessert at the end of the meal, it serves its best purposes if it is a note of contrast to a more substantial background. If it is the order of the day, it may become enervating and boresome and lose its valuable qualities.

This rule holds good in every phase of daily living. The garnish on your food, the ornament on your hat, the trimming on your dress, the colorful bowl of flowers or the attractive lamp in your living room all tend to enhance enjoyment when there is a larger contrasting and more neutral background.

In working out our schedules while in school, we must realize that we cannot belong to all the school organizations, take part in all the entertainments, attend all the social activities, or carry too many subjects at one time. If we do, our health may suf-

fer. The high school girl therefore must learn to select a balanced program which does not neglect her mental, physical, or social development. This plan should give the best return in happy, normal, daily living while in school, and should also form good habits which will help her to make selective adjustments all through life.

### QUESTIONS AND ACTIVITIES

1. What are three functions of the skin?
2. How may the practice of health rules ward off minor ailments?
3. Why is bathing necessary from a health standpoint?
4. What are some fundamental health habits that aid in securing a healthy skin?
5. Why are clean towels and washcloths important for each bath?
6. The A family has four members. How many towel racks should there be in their bathroom? Why?
7. What are the ill effects of: 1. High heels? 2. Short shoes? 3. Tight shoes?
8. What causes broken arches? Treatment?
9. To what type of person is the word "upstanding" applied?

### PROBLEM 7. THROUGH WHAT PRACTICES SHOULD SHOPS AND OFFICES PROTECT THEIR EMPLOYEES?

When you accept any kind of employment, you are, of course, interested in the sanitary conditions under which you will work and a brief survey of some of the following points may help you to make your decision about accepting work where you will spend a certain number of hours each day.

**Ventilation and lighting.** Is there adequate provision for good ventilation and lighting? Offices or shops poorly ventilated or lighted may be unpleasant to be in or may endanger health. In cities, ordinances provide that dust, odors, gases, and other impurities released or set in motion in quantities to injure health shall be removed by suction or other approved devices. Every hall, passageway, landing, and toilet compartment used in connection with places of business must be ade-

quately lighted. Windows having a glass area equal to 10 per cent or more of the floor area and opening directly into outdoor air or a court of adequate size are required in housing and building codes; otherwise suitable artificial light must be installed.

Many offices are equipped with windows having glass panels set at an angle which allow the admission of fresh air without drafts. If there is an air-conditioning system, it controls the air supply in a more uniform way. This kind of system requires that windows be kept closed. Regard for such requests should be cheerfully given. Where there is no air-conditioning system, one should not open windows in offices and shops without consulting other workers who may be present.

**Lavatory and toilet facilities.** Again in cities and in many towns of larger size ordinances and laws require certain lavatory and toilet facilities for shops located where there is city water and sewage disposal. They require lavatories with running water and suitable toilet facilities for definite numbers of workers employed. If the town does not have city water and sewage disposal, other suitable provisions must be made.

Matrons or maids in charge of public or school washrooms are usually there to assist you and to maintain conditions of cleanliness and sanitation. How may you assist them? Of course paper towels should be kept in the baskets or containers provided for them. Sanitary napkins should be put into designated containers and the toilet flushed immediately after using. Your co-operation helps in keeping up standards of neatness and health.

The basin of the lavatory should always be drained and rinsed after use and if there is no maid service for that purpose, it may be wiped out with a paper or other towel.

No foreign material should be placed in the toilets. Heavy paper, fabric, or soap may stop up pipes and cause difficulty which only the expensive services of a plumber can remedy.

If any unsanitary or wrong condition is found to exist in a public washroom, notify the maid, matron, or custodian of the

building. These rules hold good also for the dressing rooms of hotels, trains, and boats.

**Lockers and dressing rooms.** If individual lockers and rest and dressing rooms are provided in the building where you work, you have a responsibility for the order of your individual locker. The best way to show your appreciation for the privilege of using rest and dressing rooms is by being orderly and thoughtful in the care of your own possessions and the general use of the rooms. What opinion do you form of the girl who keeps her gym locker at school orderly? What opinion do you have of the one who keeps pasted on it pictures of movie stars and athletes?

**Drinking fountains.** Schools, shops, and office buildings frequently provide drinking fountains for the convenience of those using the buildings. The purpose of these fountains is to supply fresh water in the most sanitary and convenient way. However, we sometimes see drinking fountains misused. Chewing gum and other material may be thrown into them. This makes them unsightly and disgusting to later users.

In drinking from a fountain the mouth of the user should never touch the opening from which the water comes. The water is best obtained at the point where the stream bends to flow back. Care and thoughtfulness here as elsewhere denote intelligence and good breeding. If paper cups are provided, obtain a fresh one and after using it place it in the container provided.

Have you ever seen a boy or girl force a stream of water from a drinking fountain upon another or push the head of a user down into it? Why are such practices rude or even dangerous?

What care do fountains require to be kept in the best condition? Why are they superior to the common drinking cup?

**Best arrangement of equipment.** Desks and chairs in offices should be of suitable height and they should be placed so that good natural and artificial light is available. Chairs should be comfortable. These things make one's work more



pleasant and help to keep the worker in health by avoiding unnecessary strain on nerves, muscles, and eyes.

In seeking situations, however, we must not be too demanding or exacting. We should be able to appraise the physical conditions under which we may probably work and decide whether the place offers enough desirable conditions to make it acceptable. No one position will be ideal, although there is now a much wider knowledge and application of health measures for those employed than at any former period in our history.

**First aid in emergencies.** In considering the question of health we all no doubt agree that some knowledge of "First Aid" is necessary. You may be confronted with the problem of how to stop hiccoughs, nosebleed, and fainting where you are employed or elsewhere. When you go camping or picnicking, a knowledge of what to do for sunburn, ivy poisoning, or insect bites may make the holiday a satisfactory one for yourself or others. Fractures, bleeding, or burns may be more serious problems which must be met.

Every girl should know what to do in all such emergencies. If there is no "Home Nursing" or "First Aid" course given in your school, a few days may be very profitably spent in making a detailed study of such procedure from the Red Cross and other books on "First Aid."

### QUESTIONS AND ACTIVITIES

1. By what means will a well-kept shop or office protect the health of its employees?
2. What influences are brought to bear on heads of offices and shops to promote healthful working conditions?

### SUGGESTED REFERENCES

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#### Supplementary Reading

- Articles on health from daily newspapers.
- Articles on health from current magazines.
- Articles from health magazines about any subject discussed.
- Booklets from Metropolitan Life Insurance Company.
- Life of Helen Keller.
- Life of Theodore Roosevelt.

Life of Franklin D. Roosevelt.

Life of Jenner.

Life of Pasteur.

Life of Koch.

Life of Trudeau.

Life of Lister.



Courtesy The Cleveland Museum of Art

Portrait of Mrs. Collyear by Sir Joshua Reynolds.

Lovely skin and graceful contours as shown in portraiture of all periods denote a close relationship between intelligent body building and beauty.

## Unit Seven

### FOOD FACTS FOR THE INDIVIDUAL

We must eat to live, not live to eat.

—Fielding: *The Miser*.

#### PROBLEM 1. WHAT SHOULD A GIRL KNOW ABOUT FOODS IN ORDER TO CHOOSE WISELY?

**Food facts every girl should know.** Food plays a very important part in our lives. Sleep, fresh air, sunshine, exercise, and a naturally good constitution are all contributing factors. However, if we get a full share of these and observe all other precautions, we may still be lacking health and vigor because we eat the wrong foods. It has been said that 75 per cent of all illnesses are connected in some way with faulty food habits. Few people realize that they can eat themselves into health or out of it. We should "eat to live," not "live to eat." If we eat wisely we should expect to keep well.

In order to eat wisely we should develop a food sense, just as we develop a color sense in order to attain harmony in dress. To select mashed potatoes, macaroni and cheese, and tapioca pudding for lunch is showing as poor taste as wearing a green hat and a blue purse with a red suit. A girl who is attractive, well poised, and healthy selects her meals with care and with some idea of what the various foods will do for her body as well as how they will satisfy her appetite.

**Classification of foods.** To make a wise selection one should have some knowledge of the composition of food and its use in the body. There must be a good balance of *fuel*, *building*, and *regulating foods*.

*Fuel foods* are those which furnish heat or energy to the body. They are composed of carbon, hydrogen, and oxygen



which are also the constituents of such fuels as wood, coal, and kerosene. All foods—starches and sugars (carbohydrates), proteins, and fats—have fuel value in the body; but where economy is important fuel requirements can be met by the cheaper starches and sugars.

*Building foods* are composed of nitrogen and sulfur, in addition to carbon, hydrogen, and oxygen. They build tissue in the growing child and repair worn-out tissues in the adult. Proteins or building foods include meat, fish, eggs, milk, cheese, legumes, nuts, and cereals.

Proteins which will maintain life and promote growth are called "complete," while those which will not maintain life and support growth are called "incomplete." Milk, cottage cheese, eggs, chicken, meats of all kinds, fish, and most nuts are splendid sources of complete proteins. Whole grains, peas, and beans are good sources of protein but are the incomplete type. It is best to eat a variety of these foods as well as to include or combine milk, eggs, and meat with them.

Proteins may be used as fuel in the body. This occurs when one consumes more meat or other proteins than are needed for repair or growth of tissue. If proteins are used for fuel, only the carbon, hydrogen, and oxygen are used. The unused nitrogen is eliminated through the kidneys. This is really a waste since proteins, especially meat, are expensive. A wise person does not select meat more than once a day, but uses milk, eggs, and cheese as substitutes. Children and invalids should have a liberal amount of these to build up new tissue.

*Regulating foods* should be given special attention because they are most frequently neglected and overlooked. They are important for promoting growth and protecting against disease. They include the minerals, vitamins, and foods containing roughage. If a daily, liberal supply of green vegetables, fruits, whole cereals, milk, and eggs are used one need never concern himself about regulating foods.

Thirteen minerals are needed to keep the body in good running order, but if the four most likely to be neglected, namely,

calcium, phosphorus, iron, and iodine, are provided for, the diet is practically certain to be adequate as regards the other nine minerals.

*Calcium and phosphorus* are needed for bones and teeth. Lack of these important minerals is much more serious with growing children than with adults. Milk contains calcium in abundance and can be used more advantageously than the calcium of vegetables. A scientific dietary rule which has been proved time and again is: One quart of milk a day for every child. Adults should have at least a pint of milk a day. This may be used in soups, desserts, and beverages.

*Iron* is another important mineral needed for good blood. Copper has recently been found to function with iron in the body. The body does not possess a great reserve of iron and when the amount of iron taken in does not equal the output, anemia, which is usually understood to be a deficiency of red corpuscles in the blood, may result.

In planning a diet there is more likelihood of a deficiency in calcium than in iron. Green vegetables, meat, eggs, and whole cereals (the bran) and milk are good sources of iron. In recent years there has been a decided increase in the consumption of green vegetables and fruits. They have been brought to our year-round markets by modern means of transportation and refrigeration; the increased demand for them is due in part to nutrition teaching and to modern food advertising.

*Iodine* is also a very necessary element of the body, although it constitutes only the minutest part of the body weight. Some rocks contain iodine and give it off to the soil in weathering. Along the sea shores the salt-laden air deposits iodine in the soil. Vegetables and drinking water absorb this from the soil and thus the body may obtain a very necessary mineral. There are regions which do not possess these rocks or are too remote from the sea air. People who drink water or eat foods lacking in iodine frequently develop an enlargement of the thyroid

gland commonly known as goiter. Some physicians recommend the use of iodized salt in such regions.

#### FOODS RICH IN ELEMENTS APT TO BE OMITTED

Calcium	Phosphorus	Iron	Iodine
Milk	Cheese	Egg yolk	Sea foods
Cheese	Egg yolk	Vegetables	Iodized salt
Vegetables	Milk	(leafy)	Vegetables, fruits,
(leafy)	Meat	Meat (liver)	grains (produced
Egg yolk	Whole grains	Whole grains	in nongoiterous
Nuts	Legumes	Dried fruits	regions)
			Fresh fruits

The vitamins are newly discovered food constituents. They are promoters of growth and protectors against disease. Many cases of malnutrition and inability to resist disease have been traced to lack of vitamins in the diet. Experimentation is constantly being carried on to discover new food and health secrets.

*Vitamin A* is necessary for growth of the child and to normal nutrition and health of both old and young. Lack of Vitamin A results in a weakening of the body and a susceptibility to an eye disease, skin, sinus, and ear infections, respiratory diseases, as well as inflammation of the alimentary tract. An abundance of Vitamin A is believed to be good nutrition insurance against infections in general. If children are fed a liberal amount of Vitamin A before they are three years old they will be less liable to have the usual children's diseases at ten or twelve years.

Many people living in moderate or even well-to-do circumstances often go through life lacking vigor and enthusiasm, owing to a lack of sufficient quantities of calcium and of Vitamin A.

Butter, eggs, whole milk, and whole milk cheese are rich sources of Vitamin A. Only when used in liberal quantities does milk supply an appreciable amount of Vitamin A. This is due to its large percentage of water. A simple rule to re-

member in regard to Vitamin A is that its quantity increases with the green or yellow color. Thus carrots, green beans, spinach, and peas are all good sources.

*Vitamin B* is needed for growth, appetite, and protection against loss of weight, indigestion, constipation, and a specific disease of the nervous system, beri-beri, which affects the nerves of the feet and if unchecked affects the legs. Vitamin B occurs widely in small amounts in all plant and animal foods. A diet consisting chiefly of food too greatly refined lacks this vitamin. Milk, eggs, fresh vegetables, fruits, and whole grains are the best sources of Vitamin B. Yeast is rich in Vitamin B, but too small an amount is found in bread to be of any value.

Lack of *Vitamin C* is probably a contributing factor in tooth decay; but lack of calcium, phosphorus, and Vitamin D is also involved. Sallow complexion, loss of energy, pains in the joints and legs (often mistaken for rheumatism in children) may also be results of Vitamin C deficiency. Among sources richest in Vitamin C are oranges, lemons, grapefruit, tomatoes, and raw cabbage; potatoes, although not so rich in Vitamin C as the aforementioned, are important because they are used so extensively in low-cost winter dietaries. Vitamin C is least stable of all vitamins and is easily destroyed by heat, except in cooked or canned tomatoes. All babies should be given orange juice or tomato juice to supply Vitamin C.

Children who live in crowded, dark tenements frequently suffer from a disease called "rickets." This is caused by a lack of sunshine or *Vitamin D*. If they are fed cod-liver oil or given sunbath treatments this condition of the bones is corrected, provided the diet contains sufficient calcium and phosphorus. Cod-liver oil mobilizes the calcium and phosphorus, but these minerals must be present in the diet. By exposing the body to the sun for a measured and reasonable amount of time daily in summer, Vitamin D can be stored in the body for use in the winter. In January or February, when this store has been depleted, cod-liver oil or hal-liver oil (from halibut)

should be taken. These are now available in modified forms that are easier to take than the oil.

*Vitamin E* is necessary for reproduction and lactation (production of mother's milk). It is not needed by the growing child but is very essential for the adult. No great concern need be given to supplying this vitamin if liberal quantities of whole grains, vegetables, meat, milk, and butter are used.

*Vitamin G* (sometimes called  $B_2$ ) is necessary for positive health of all ages. Lack of Vitamin G produces pellagra, a disease common in the cotton belt of the South. The first symptoms are sore mouth, skin eruptions, and digestive disturbances. In extreme cases of pellagra the central nervous system is affected, causing insanity and, finally, death. Milk is the most important food containing Vitamin G. Therefore, all dairy products except butter are valuable sources. As oranges and tomatoes are exterminating scurvy and cod-liver oil is banishing rickets, so milk and vegetables are able to reduce pellagra to a minimum.

Another factor so important to health, which is included under regulating foods, is the bulk or *cellulose* of one's foods. A good example of cellulose is the woody fiber found in celery. It has practically no nutritive value but is essential to help stimulate the digestive tract and to aid in elimination. The tendency to use refined foods eliminates this valuable contribution to the diet.

Prunes, figs, oranges, grapes, rhubarb, spinach, and whole cereals as well as many other foods will, if eaten in sufficient quantities, eliminate the necessity of harmful drugs as laxatives. Along with one's food, six to eight glasses of water are required daily for body processes, and to aid in elimination. Drink one glass of water before breakfast. The others may be distributed at convenient intervals throughout the day. Some may be taken between meals and the remainder may be drunk with meals. Drinking water with meals is not considered harmful unless the water is used to wash the food down and as a substitute for chewing.



FOODS RECOGNIZED AS GOOD SOURCES OF VITAMINS LISTED IN DESCENDING ORDER AS BASED ON  
VITAMIN CONTENT PER UNIT OF WEIGHT <sup>1</sup>

Vitamin A <sup>2</sup>	Vitamin B (B <sub>1</sub> )	Vitamin C	Vitamin D	Vitamin G (B <sub>2</sub> )
Cod-liver oil Escarole Liver Butter Spinach, raw and canned Cheese, cream Carrots Cheese, American Eggs Milk, dried, whole Prunes	Whole grains Yeast Milk—usually Eggs good on basis of solids Meat	Spinach, raw and canned Peppers Cabbage, raw Citrous fruits; grapefruit oranges lemons tangerines Parsley Peas, raw and canned Tomatoes, raw and canned	Vioosterol Fish oils: cod-liver sardine halibut salmon burbot Egg yolk Butter fat	Yeast, dried Liver Kidney Heart Turnip tops Milk, malt, dry Beet tops Egg yolk Carrot tops Veal (lean) Peas, dried Beef, round steak (lean) Egg white Spinach Cabbage

<sup>1</sup> Taken from *Foods* by Justin, Rust, Vail. Compiled from H. C. Sherman: *Chemistry of Food and Nutrition* (4th ed.), 1932.  
<sup>2</sup> Recent important additions to this list include halibut oil and sweet potatoes.

## CLASSIFICATIONS OF FOODS

## I. Fuel Foods:—Furnish heat or energy.

Found in all foods	{	Carbohydrates	Starches—Bread, rice, potatoes, macaroni, tapioca.
			Sugars—Honey, sugar, candy, molasses.
			Cellulose—Celery.
		Fats—Butter, oils, bacon, cream, peanut butter.	
		Proteins—Meat, fish, eggs, milk, cheese, nuts, dried peas and beans.	

II. Building Foods—Proteins { Build tissue in growing child.  
Repair tissue in adult.

Found in—meat, fish, eggs, cheese, poultry, legumes (dried peas and beans), nuts, cereals and cereal products.

## III. Regulating Foods—Keep body in good running order. Apt to be lacking in diet.

Consist of:

- |  |   |  |
|--|---|--|
| (1) Minerals (13 needed)   | { | Calcium (bones and teeth)—<br>milk — orange juice — lemon juice. |
|  |   | Phosphorus (bones and teeth)—<br>milk                            |
|  |   | Iron (blood)—spinach.  |
|  |   | Iodine (thyroid gland)—water<br>—vegetables containing iodine.   |
|  |   |  |
| (2) Cellulose (roughage)   | { | fruits<br>vegetables<br>whole cereals                            |
| (3) Water—6 to 8 glasses daily.                                  |   |  |
| (4) Vitamins—Promoters of growth and protectors against disease. |   |  |

## Vitamin A

Results of lack of Vitamin A:

1. Retarded growth.
2. Eye disease.
3. Ill health at all ages.
4. Infections of skin, ears, eyes, throat.

Food sources:

1. Butter, egg yolk, milk, green vegetables, carrots, and liver.

## Effect of cooking:

1. Slowly destroyed on exposure to air and extreme heat.

## Vitamin B

## Results of lack of Vitamin B:

1. Beri-beri.
2. Loss of appetite.
3. Retarded growth—loss of weight.

## Food sources:

1. Yeast, cereal germ, fruits and vegetables, eggs, practically all foods not refined.

## Effect of cooking:

1. Dissolves readily in water, gradually destroyed by ordinary cooking, addition of soda during cooking rapidly destroys it.

## Vitamin C

## Results of lack of Vitamin C:

1. Scurvy.
2. Tooth decay.
3. Swollen gums.
4. Soreness of joints.

## Food sources:

1. Orange juice, lemon juice, raw cabbage, tomato juice, raw or canned.

## Effect of cooking:

1. Rapidly destroyed at high temperatures. (Most easily destroyed at any temperature. Soda destroys it.)

## Vitamin D

## Results of lack of Vitamin D:

1. Decrease of appetite.
2. Poor digestion.
3. Mental depression—irritability.
4. Rickets.

## Food sources:

1. Cod-liver and hal-liver oil.
2. Sunshine.
3. Egg yolk.

Effect of cooking:

1. Not readily affected by temperatures used in ordinary cooking.

Vitamin E

Results of lack of Vitamin E:

1. Eventually leads to destruction of germ cells.

Food sources:

1. Whole-grains (germ of wheat).
2. Vegetables and vegetable oils.
3. Milk and egg yolk.
4. Beef muscle.

Effect of cooking:

1. Changed or affected very little by heat.

Vitamin G

Results of lack of Vitamin G:

1. Pellagra.
2. Digestive upsets.
3. Mental depression.

Food sources:

1. Milk.
2. Yeast.
3. Eggs.
4. Liver.
5. Lean meats.
6. Vegetables.

Effect of cooking:

1. Very stable to temperatures used in cooking.

**Selecting a balanced diet.** It is not difficult to select three well balanced meals each day if one keeps in mind a few simple rules concerning food selection. Undoubtedly, no one could count the various minerals and vitamins each day to be sure of their presence. However, it will be well to keep these rules in mind in choosing foods.

#### DAILY REQUIREMENT FOR NORMAL DIET

1. Milk—I quart for each child, 1 pint for adults.
2. Fruits—at least 2 servings a day, 1 raw or uncooked.

3. Vegetables—potatoes once a day; 2 vegetables besides potatoes, especially green leafy.
4. Meat—once a day, or meat substitute besides 1 egg daily.
5. Cereals—whole cereal or cereal product twice a day.
6. Butter—at least one ounce or more a day.

Students sometimes go without breakfast, and allege perhaps that they have no appetite since the same foods are served repeatedly. If there is lack of appetite, a little time and thought devoted to breakfast planning will well repay one for the time spent. Fruit should be included in every breakfast. In winter, combinations of prunes and oranges, apricots, figs, raisins, and baked apples are appetizing. In summer, fruits in season and melons offer pleasing variety. Oranges and grapefruit are always available, although in some months they are not as good as in others. Besides fruit, whole cereal or eggs with toast and a milk beverage should make up the normal girl's breakfast. There is, of course, no objection to a combination of cereal and eggs if the girl desires, and this is especially desirable if she is underweight. Milk or beverages made with milk are far superior to tea or coffee. Tea and coffee have no nutritive value (except for the cream and sugar used) and crowd out milk which is imperative for the health of everyone. They contain stimulants not desirable for young people.

It is better to eat three meals a day at regular intervals than to eat two large meals at irregular times. Breakfast is most important to the health of the high school girl. From dinner until the following noon is too long for the growing girl to go without food.

The apparent lack of appetite for breakfast is often due to the feeling of haste. By getting up fifteen minutes earlier, one can have time for a leisurely breakfast, and this often solves the appetite problem. Some persons find that five minutes for exercise and ten minutes additional at table is their best regimen. Many girls foolishly go without breakfast in order to keep thin. If they would only give the breakfast habit a trial, they would undoubtedly discover a marked improvement in



their vigor and interest in life in the morning. If one is not accustomed to eating breakfast, the habit may easily be developed by drinking half a glass of orange juice and gradually increasing the amount. Soon another food such as a beverage or toast will be desired, until a normal breakfast habit is established.

Besides keeping the various types of food in mind when selecting a well-balanced day's dietary, some other rules are necessary in order to have a pleasing, attractive, and palatable meal. Variety is of the greatest importance in food selection.

1. Avoid duplicating foods of the same type in one meal. Example: meat, cheese, egg salad, and custard.
2. Have a variety in texture.
3. Avoid colorless meals or uninteresting combinations.
4. Do not use all hot foods or all cold foods.
5. Use only one strong-flavored food in a meal. Example: onions, cheese, or fish.
6. Use spiced or highly seasoned foods sparingly.
7. Do not repeat a food in a meal. Example: tomato soup, tomato salad.
8. Use foods which taste well together. Example: pork and apples, lamb and mint.
9. Do not select several foods difficult to digest in the same meal. Example: French-fried potatoes and mince pie.
10. Consider the cost of food and the season.

#### ADEQUATE BREAKFASTS—MINIMUM COST

Baked Apple		One-half Orange	
Oatmeal	Milk	Steamed Cracked Wheat	Milk
Toast (white)	Butter	Cinnamon Toast	
Milk		Milk	

#### ADEQUATE BREAKFASTS—LIBERAL COST

Grapefruit		Apricots	
Wheatena	Cream	Cornflake Omelette	Bacon
Hot Eggnog	Toasted	Toasted Roll	Preserves
	Raisin Bread	Postum (made with milk)	

*The luncheon* offers the greatest possibilities of interesting food combinations. If the high school girl carries her lunch,

she should purchase one hot food in the lunchroom. If she eats a good breakfast and a dinner, she may get along with a cold lunch, but this is not advisable.

The thing to keep in mind regarding lunch is that it is far better to eat a sandwich or only a bowl of soup in a clean, quiet place without hurrying than to hurry through a three course luncheon in a crowded noisy lunchroom. Never eat a heavy luncheon if you wish to be alert at your studies or work in the afternoon. Any business man knows from experience that he cannot do his best work after eating a heavy luncheon.

#### ADEQUATE LUNCHEONS—MINIMUM COST

Cream of Vegetable Soup	Macaroni and Cheese
Graham Muffins	Butter
Cocoa	Carrot Salad
	Apple Sauce
	Milk

#### ADEQUATE LUNCHEONS—LIBERAL COST

Cream of Mushroom Soup	Baked Beans
Stuffed Egg Salad	Salt Wafers
Prune Whip	Cookies
	Boston Brown Bread
	Ice Cream
	Cup Cake

#### PACKED LUNCHESES—AVERAGE COST

2 Chopped Egg Sandwiches	2 Peanut Butter Sandwiches
Orange	Raw Carrots and Celery
Oatmeal Cookies	Apple
	Sponge Cake

*Dinner* should be the heaviest meal of the day. During the week it is usually the last meal of the day, because most families are scattered during the day and only return home for the evening meal. On Sunday, dinner is often served at noon with a light supper in the evening. On Sunday some families have two meals: a large breakfast served at nine or ten o'clock, and a dinner served between two and four o'clock.

It is not difficult to select a good dinner. It may consist of a meat, potato, one or two other vegetables, a salad, dessert, and a beverage if desired. For more elaborate and festive

meals an appetizer and a soup may be used at the beginning. Dinner soups should be clear broth, well flavored to increase the appetite. If a fruit cocktail is selected, it should be tart because a sweet fruit spoils the appetite. The salad for dinner should be light. Head lettuce and salad greens are preferable.

#### ADEQUATE DINNERS—MINIMUM COST

Potato, Carrot and Beef Stew	Meat Loaf	Baked Potatoes
Whole Wheat Bread      Butter		Cabbage Salad
Fresh Fruit (in season)	Bread	Butter
Postum (made with part milk and water)	Bread Pudding (Raisins)	

#### ADEQUATE DINNERS—LIBERAL COST

Broiled T-Bone Steak	Consommé
Mushroom Sauce	Roast Beef      Duchess Potatoes
Scalloped Potatoes      Broccoli	Peas
Head Lettuce      French Dressing	Perfection Salad
Fruit Short Cake	Fresh Strawberries
Coffee	Angel Food Cake

*An adequate diet* is a food supply which gives to the body the best possible operating conditions. The energy value of food is measured by calories. The calorie, or the unit of heat required to raise one pound of water 4° Fahrenheit, is used to measure the heat-giving value of a food. Not all foods yield the same number of calories. Foods rich in starches, sugars, and fats are high calorie foods. Those which are bulky and which contain a large percentage of water are low calorie foods. Milk is a low calorie food and, in itself, is not fattening.

The calorie requirement depends upon age, sex, weight, activity, occupation, and condition of health. Overweight is caused by unused energy stored in the body in the form of fat. The daily calorie intake in such cases should be reduced to obtain normal weight. The underweight individual requires more than the usual number of calories. But in considering whether one is overweight or underweight, one should not be disturbed

by a 10 per cent variation above or below the standard given in weight tables for a person of her age, sex, and height.

### TO ESTIMATE DAILY CALORIE CONSUMPTION<sup>3</sup>

1. Determine your normal weight (see height-weight chart).
2. Multiply your normal weight by:
  - 15 calories if you take no exercise.
  - 17 calories if you take light exercise.
  - 19 calories if you take moderate exercise.
  - 22 calories if you do muscular work.
  - 25 calories if you do severe labor.
3. If you are greatly overweight and wish to reduce, subtract not over 1,000 calories from the calories estimated for your consumption.
4. If you are greatly underweight, add not over 1,000 calories to the calories estimated for your consumption.

Since 1,000 calories when consumed result in about  $\frac{1}{4}$  pound of body weight, it is safe to reduce or increase the weight  $\frac{1}{4}$  pound per day by cutting down or increasing the daily food consumption by 1,000 calories.

**Weight.** Because of style fads, many young girls and women keep themselves too thin. As a result, their bodies are weakened and serious diseases occur. It is much better for girls and boys under twenty-five years of age to be slightly overweight because there is less possibility of contracting tuberculosis. Between forty-five and fifty years of age the adult should be a trifle underweight, as overweight during these years may be associated with diseases of later adult life.

Insurance companies refuse to accept applicants for life insurance if they are underweight at twenty-five years or less and overweight at forty-five years or older. Statistics prove that these types are poor risks.

Overweight is generally caused by overeating and lack of exercise. Some cases of overweight are caused by organic diseases. If the body is sound, a good reducing diet is not harmful. First, be sure your body is in good condition by consulting a physician. The danger lies in reducing too hastily and

<sup>3</sup> Shirley W. Wynne, *Diet and Weight Control*. New York: Horace Liveright.

omitting from the diet foods which are essential to the health of the body. Certain foods must be kept in the diet regardless of what else is eliminated.

Milk, vegetables, and fruits are protective foods and must be included in the meals of everyone. This is especially important in a reducing diet so that daily loss in weight will not impair health and lower resistance.

**Underweight.** A great number of underweight persons have nothing wrong with them except faulty nutrition habits. In some cases, underweight is an inherited family trait. Frequently underweight may be caused by infected tonsils, infected teeth, and other easily remedied troubles. Occasionally, the cause is more deep-seated. If in doubt as to the cause of underweight, do not seek the advice of friends or the counsel of quacks, but consult a competent physician before undertaking any sort of diet.

A number of foods have been classified as "fattening." These are cream, butter, candy, potatoes, and bread. Underweight persons are often advised by their friends to increase the intake of these "fattening" foods. By so doing, the essential vitamin foods are neglected. As a result, an unhealthful diet habit is built up, and the person soon loses faith and interest in all diets and refuses to do anything further about correcting her own case. In increasing the diet to add weight, increase the whole diet.

Nothing can be substituted safely for protein foods. No less than one quart of milk a day should be taken, in addition to eggs and meat. Leafy vegetables and citrous fruits may be used also. The underweight person finds it easier to add a between-meal lunch (not "nibbling") in order to include enough food. Sweet and rich foods, such as candy and pastries, should not be chosen because they will spoil the appetite for regular meals of fruits, vegetables, and meat.

No matter what your weight is, include the following every day:



## DAILY REQUIREMENT

1 pint of milk (adults)	1 serving of lean meat, fish, or
1 quart of milk (children)	cheese
2 servings of fresh fruit	1 tablespoon butter
1 egg	Bread
2 green vegetables	

## TO LOSE WEIGHT

Use all fresh or canned fruits  
or vegetables except:

Corn  
Beans  
Bananas

## TO INCREASE WEIGHT

Use:

Butter	Sugars
Milk	Jams
Cream	Jellies
Cheese	Potatoes
Eggs	Beans
Fat meats	Nuts
Cocoa	Puddings

The following is an estimate of the daily calorie requirement of a high school girl sixteen years old, five feet four inches tall, taking moderate exercise. Normal weight, 120 lb.  $\times$  20 calories daily = 2,400 calories required.

## BREAKFAST

Food	Amount Eaten	Calories
Grapefruit	$\frac{1}{2}$ grapefruit	100
Egg	1 egg	75
Toast (whole wheat)	1 slice	50
Butter	$\frac{1}{4}$ tablespoon	25
Cooked cereal with milk and sugar	$\left\{ \begin{array}{l} \frac{2}{3} \text{ cup cereal} \\ \frac{1}{2} \text{ cup milk} \\ 2 \text{ teaspoons sugar} \end{array} \right\}$	200
Milk to drink	$\frac{7}{8}$ cup	140
		<hr/> 590

## LUNCH

Cream of spinach soup	1 cup	200
Wafers	4 crackers	100
Fresh vegetable salad	1 serving	175
Prune soufflé	$\frac{4}{5}$ cup	200
Oatmeal cookies	2 cookies (small)	100
		<hr/> 775

## DINNER

Food	Amount Eaten	Calories
Roast beef	1 serving	250
Mashed potatoes	$\frac{3}{4}$ cup	150
Gravy	$1\frac{1}{2}$ tablespoon	75
Buttered peas	$\frac{1}{2}$ cup	125
Head lettuce salad	$\frac{1}{4}$ head	12
French dressing	$1\frac{1}{2}$ tablespoon	100
Bread—butter	1 slice—1 teaspoon	80
Strawberry shortcake	Average portion	300
		<hr/>
		1092
Total calories		2457

**Diet for girl who is underweight.** A high school girl sixteen years old is thirty pounds underweight. Normal weight, 120 lb.  $\times 20 = 2,400$  calories required, if normal. Since she is 30 lb. underweight, add 1,000 calories to 2,400 and it equals 3,400 calories daily.

## BREAKFAST

Food	Amount Eaten	Calories
Baked apple	1 large—2 tablespoons sugar	100
Cream	4 tablespoons	100
Wheatena	$\left\{ \begin{array}{l} \frac{2}{3} \text{ cup cereal} \\ \frac{1}{2} \text{ cup milk} \\ 2 \text{ teaspoons sugar} \end{array} \right\}$	200
Coddled egg	1 egg	75
Bacon	2 small strips	50
Toast and jam	1 slice (buttered)	200
		<hr/>
		725

## NINE-THIRTY OR TEN O'CLOCK

Milk	$\frac{5}{8}$ glass	140
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## LUNCHEON

Cream of vegetable soup	$1\frac{1}{2}$ cup	300
Crackers	3 crackers	75
Nut bread and cream cheese	2 slices of bread	250
sandwiches with lettuce	1 tablespoon butter	100
	2 tablespoons cheese	100

Food	Amount Eaten	Calories
Milk	$\frac{7}{8}$ glass	140
Stewed apricots	$\frac{1}{2}$ cup	200
		<hr/>
		1305

## FOUR O'CLOCK

Milk	$\frac{7}{8}$ glass	140
------	---------------------	-----

## DINNER

Roast beef	Average serving	250
Mashed potatoes	$\frac{3}{4}$ cup	150
Carrots and peas	$\frac{3}{4}$ cup	125
Whole wheat bread	1 slice	100
Butter	1 tablespoon	100
Head lettuce	$\frac{1}{4}$ head	12
Thousand Island dressing	$2\frac{1}{2}$ tablespoons	250
Custard	1 cup	300
		<hr/>
		1427

## Total Calories

3457

**Safe reducing diet.** A high school girl sixteen years old is forty pounds overweight. Normal weight, 120 lb.  $\times 20 = 2,400$  calories required, if normal. Since she is 40 lb. overweight, subtract 1,000 calories from 2,400 and it equals 1,400 calories or more daily. In reducing, a moderate reduction in quantity is safer; the following diet at 1,470 calories may be regarded as a maximum reduction for such a person and a somewhat higher dietary might be tried first.

## BREAKFAST

Food	Amount Eaten	Calories
Orange juice	1 glass (small)	100
Puffed wheat	$\left\{ \begin{array}{l} \frac{1}{2} \text{ cup cereal} \\ \frac{1}{4} \text{ cup milk} \\ 1 \text{ teaspoon sugar} \end{array} \right\}$	100
Whole wheat bread	1 slice	100
Butter	$\frac{1}{2}$ tablespoon	50
Milk	$\frac{7}{8}$ glass	140
		<hr/>
		490

LUNCHEON		
Food	Amount Eaten	Calories
Clear bouillon	1 cup	25
Vegetable salad (celery, lettuce, tomatoes, French dressing)	1 small serving	125
Crackers	2 crackers	50
Milk	$\frac{7}{8}$ glass	140
		<hr/>
DINNER		340
Liver	1½ slices	150
Cauliflower	$\frac{1}{2}$ cup	25
String beans	$\frac{1}{2}$ cup	25
Butter	$\frac{1}{2}$ tablespoon	50
Raspberry ice	$\frac{1}{2}$ cup	100
Cookies	2 small	100
		<hr/>
NINE-THIRTY P.M.		450
Milk	$\frac{7}{8}$ glass	140
Graham wafer	1 wafer	50
		<hr/>
Total calories		1470

**Eating downtown.** Women shoppers or employed girls frequently have occasion to dine in restaurants downtown. Some people are forced to eat all noontime meals away from home except on Sundays. This is unfortunate if the person does not know how to select an attractive place to eat, as well as a satisfactory and inexpensive meal. Many things must be considered in making a wise selection. Convenience, time, cleanliness, service, quality and variety of food, quiet, and cost are all important factors.

A girl with a minimum wage should never select a tearoom where a tea-leaf reader tells fortunes. In the first place, the food may be expensive and inferior. One must pay for "fortunes" that are silly nonsense and sacrifice food values essential for health.

The food costs differ in various types of restaurants because of the service, the location, rent, outlay, and the type of food

served. It is usually possible for a working girl to find a clean, quiet place where food is well cooked and nicely served. She must not expect to select expensive cuts of meat, fruits, and vegetables out of season, or rich desserts, pastries and salads. In larger cities, cafeterias and lunch counters are always available where one can purchase a bowl of soup, a vegetable plate, or a sandwich and hot drink for a small sum.

Ordering a balanced meal from a menu card is much different from selecting a meal in your school lunchroom or planning a meal for the family. Frequently, odd terms or French words are used. To be able to order a meal without embarrassment one should know the meaning of these terms. A menu card may seem very formidable to an inexperienced person.

There are usually two sections to a menu, one known as "table d'hôte" and another as "à la carte." A table d'hôte dinner is a complete meal offered at a set price. In this type of meal one is sometimes given a choice of appetizers, meats, vegetables, desserts, and beverages; or there may be several table d'hôte dinners of varying prices on the menu, each one permitting some selection within the limits of the price set. In ordering à la carte, however, the selection is made from the entire menu, without restriction. Each article of food is separately priced.

À la carte servings are usually made in larger portions than the table d'hôte servings. It is therefore unlikely that a person ordering à la carte will desire a full course dinner. The cost of an à la carte dinner, however, even without dessert or soup, is frequently as much as a full course dinner served table d'hôte. It may even cost more. If parts of a table d'hôte dinner do not appeal to the one ordering, then a choice from the à la carte section is necessary. This section is also useful when one does not desire a full meal. In ordering a table d'hôte dinner it is well to remember that choice of foods for each course is to be made from the foods grouped together. If unable to determine the meaning of long French terms on the menu card, you may choose something simple which you recognize, or ask the waiter to explain what the French terms mean.



## TABLE D'HÔTE DINNER

Choice of

Fruit Cocktail Supreme

Tomato Cocktail

Anchovy Canapé

Blue Point Cocktail

Marinated Herring

Beef Consommé

Chicken Gumbo Creole

Broiled Lamb Chops

Pineapple Ring Glacé

Planked Steak

Roast Chicken, Southern Style

Roast Prime Ribs of Beef

Candied Yams

Whipped Potatoes

Parsley Potatoes

Brussels Sprouts Sauté en Beurre

Baked Hubbard Squash

Harvard Beets

Mexican Slaw

Iceberg Head Lettuce

Combination

Frozen Eclair

Raspberry Ice

Boston Cream Pie

Pineapple Upside-down Cake

Angel Food Cake

French Vanilla Ice Cream

Coffee

Tea

Milk

## A LA CARTE

*Cocktails*

Pineapple Juice  
Tomato Juice

Crab Cocktail  
Fruit Supreme

Sauerkraut Juice  
Grapefruit Cocktail

*Hors d'œuvres*

Stuffed Celery  
Pickled Onions

Olives  
Queen Olives  
Caviar Canapé

Roquefort Canapé  
Marinated Herring

*Soups*

Chicken Consommé

Cream of Tomato

*Steaks and Chops, etc.*

Broiled Tenderloin Steak

Fillet Mignon

Fillet of Sole

Creamed Sweetbreads

Chicken à la King

Stuffed Baked Flank Steak

*Potatoes*

New Boiled  
French Fried

Shoe String  
Au Gratin  
Candied Yams

Lyonnaise  
Duchess

Hashed Brown  
Baked Stuffed

Croquettes

*Vegetables*

Spinach Soufflé  
Baked Stuffed

String Beans  
Tomato

Artichoke  
Broccoli

Creamed Onions  
Fried Egg Plant

*Salads*

Waldorf  
Slaw

Sunshine  
Fruit

Perfection  
Stuffed Egg

Asparagus Tips  
Pear

*Dressings:* Thousand Island

French

Mayonnaise

*Desserts*

Apple Pie

Pineapple Bavarian Cream

Chocolate Parfait

Strawberry Mousse

Chocolate Blanc Mange

Neapolitan Ice Cream

Caramel Custard

Floating Island

*Cheeses*

Philadelphia Cream  
Limburger

Cottage  
Swiss  
American Cream

Roquefort  
Camembert

*Beverages*

Milk

Buttermilk

Half and Half

Malted Milk

Orange Pekoe, Ceylon, or Green Tea

Iced Tea

Postum

Chocolate

Coffee

## Explanation of Unusual Terms Used on Menu Cards

Au Gratin.....	Baked dish combination browned with buttered crumbs.
Bavarian Cream.....	Dessert made of gelatin, fruit, and whipped cream.
Beurre.....	Butter.
Blanc Mange.....	Cornstarch pudding.
Blue Points.....	Oysters.
Bouillon.....	Clear broth served in two-handled cup.
Broccoli.....	Green vegetable, including stalk, leaves, and buds of plant.
Broil.....	To cook over or under a direct flame.
Canapé.....	Appetizer made of thin slices of toast spread with cheese, potted meat, fish and caviar.
Casserole.....	Covered dish in which meats, vegetables, eggs, or mushrooms are baked.
Cocktail.....	Appetizer served at beginning of meal: tomato juice, fruit cup, melon balls.
Compote.....	Fruit served in thick syrup.
Consommé.....	Clear soup.
Croquette.....	Potatoes, fish, or vegetables formed into cones or patties and fried in deep fat.
Creole.....	Prepared with tomatoes.
Crécy.....	Carrots.
CROUTONS.....	Small cubes of toasted bread served with cream soups.
Demi-tasse.....	Small cup of coffee served black.
Eclair.....	Pastry filled with custard or whipped cream.
Endive.....	Salad plant.
Fillet.....	Small strips of meat or fish.
Fillet of Sole.....	Small strips of fish.
Fillet Mignon.....	Choice strips of beef.
Fondue.....	Pudding made of baked cheese, eggs, milk, etc.
French Dressing....	Salad dressing made of oil, lemon or vinegar, salt, and paprika.
Glacé.....	Dipped in sugar syrup.
Grilled.....	Broiled.
Gumbo.....	Thick soup made of okra.

Half and Half.....	Half milk and half cream.
Hors d'Œuvres.....	Appetizers of all sorts.
Lyonnaise.....	Potatoes sautéed with onions.
Marinate.....	Sprinkle with lemon, vinegar or oil.
Mayonnaise.....	Salad dressing made with egg yolk, oil, lemon or vinegar.
Mousse.....	Ice cream made with whipped cream.
Parfait.....	Ice cream, sauce, and whipped cream served in a tall glass.
Sauté.....	Brown in small amount of fat.
Scones.....	Scotch cakes made of flour meal.
Soufflé.....	Fruit or cheese combined with egg white.

**Dining in public places.** At the cheapest of lunch counters and the most exclusive dining-rooms one may observe persons whose table etiquette is most distressing. There is no excuse for ignorance on this subject. Books, magazines, motion pictures, department store displays, and newspapers, all offer helpful suggestions. Bad table manners indicate lack of background. Eating is not at any time an attractive process. Each individual should have too much personal pride to risk offending others by boorish manners.

When dining in a restaurant or a hotel, wait at the entrance for the head waiter to escort you to a seat. If a boy and a girl are together, the girl follows the waiter to a table. If there is no waiter, then the boy should lead the way, find a table, and assist the girl to her seat. He should also help her remove her wrap after she is seated and arrange it over the back of the chair. The girl should place her gloves and purse in her lap or on a vacant chair, if there is one near. Never place purse or gloves on the tablecloth. If the hat is to be removed, this should be done outside the dining-room. No attention should be given to the hair at the table. Removing the hat, arranging the hair, and applying lipstick and other make-up should take place in the dressing room. To do any of them at the table is a mark of poor breeding.

After looking over the menu card, the girl should tell the



An attractive tea room.



boy what she wishes to eat. On no occasion should the girl shift the responsibility for selecting her meal to the boy. No one can be definitely sure of another's appetite or desires. The boy should give the order to the waiter or write it down, if pencil and pad are provided. The latter method is generally used on dining cars.

When in doubt about a certain dish, it is permissible to ask the waiter to describe it. However, one should not go through the entire menu demanding explanations. A helpful and alert waiter will often suggest dishes which are especially fresh and palatable.

If any food is served which is unsatisfactory, do not scold the waiter, for it is not his fault. If you politely and quietly state your objections, he will remove the food and bring something in its place.

If silver should be dropped on the floor, do not pick it up. The waiter will bring you another piece.

If anyone stops at the table to speak with you, the boy should rise and remain standing while the person is present. One should, however, not interrupt a dinner party and talk at length to someone at another table. It is not necessary to introduce the newcomer unless his stay is prolonged.

During the meal, conversation should be quiet and dignified. Boisterous laughter, lounging over the table, beckoning to friends or acquaintances are all signs of poor breeding. If the restaurant or dining-room is crowded, it is not kind to occupy the table any longer than necessary, although one need not hurry to finish the meal.

If finger bowls are used, dip the tips of fingers of one hand at a time into the bowl and dry them on the napkin in your lap. When rising from the table, place the napkin unfolded at the left of the plate.

The girl should show no interest in the bill which the waiter presents to her host. A tip of 10 per cent of the bill is usually left for the waiter. This can be left on the table. If "no

tipping" is the rule of the establishment, one should observe the rule.

Upon leaving, the boy should help the girl with her wraps and allow her to precede him from the room. If the bill has not been paid to the waiter at the table, the boy should pay the cashier when leaving. While this is being done, the girl should wait near the door. If tooth picks are furnished by the restaurant, do not take any. They are used only by people who do not observe rules of etiquette. Neither the boy nor the girl should take the other's arm when entering or leaving a dining-room.

When two girls are dining together, each may order her own meal. When paying for the meal, they may ask for separate checks; if one check is given, they may settle between themselves. At no time should an argument arise as to who shall pay the bill. This attracts attention and is in poor taste. Each girl may leave a tip, or one may pay the entire bill and the tip, allowing the other person to pay her later.

### QUESTIONS AND ACTIVITIES

1. What is the relation between food and health?
2. Classify foods; tell what each type does for the body and give several examples of each.
3. Why should breakfast be eaten?
4. What is a balanced diet?
5. What are calories?
6. Name a high calorie food. A low calorie food.
7. How can you estimate your daily food requirement?
8. What is a corrective diet?
9. What are the causes of underweight? How can this condition be improved?
10. What are the causes of overweight? How can this condition be improved and corrected? What are the dangers?
11. What are the essential foods necessary for a balanced diet?
12. Name the various types of eating places in your community.
13. Give advantages and disadvantages of each type.
14. Why do food costs in public places vary?
15. What do manners in public eating places involve?

16. Why should one who is not feeling well choose easily digested foods? What are some?
17. Explain the difference between à la carte and table d'hôte service.
18. Keep a record of food eaten for two days and compute calories.
19. Collect menu cards and practice selecting balanced meals.
20. Plan meals for one day for a girl with a cold; a headache; indigestion; overweight; constipation; anemia.
21. Identify French terms on menu cards. For words not included in list at end of this unit, see *The New Book of Etiquette* by Eichler, listed in the Appendix.

## PROBLEM 2. WHAT SHOULD EVERY GIRL KNOW ABOUT FOOD PREPARATION?

**Preparation of food.** Every girl, whether she stays at home or is employed, should know something about the simple preparation of food. Occasions will arise all through life when she may be called upon to pack a lunch or a picnic basket, get her own breakfast, prepare an emergency meal for an unexpected guest, prepare an invalid's tray, cook in her room if she lives away from home, or serve refreshments. Embarrassing moments and awkward situations can be averted if a girl has had some experience in elementary food preparation.

*When packing a lunch,* it is convenient to have the following equipment and supplies in a special drawer or in a special cupboard space.

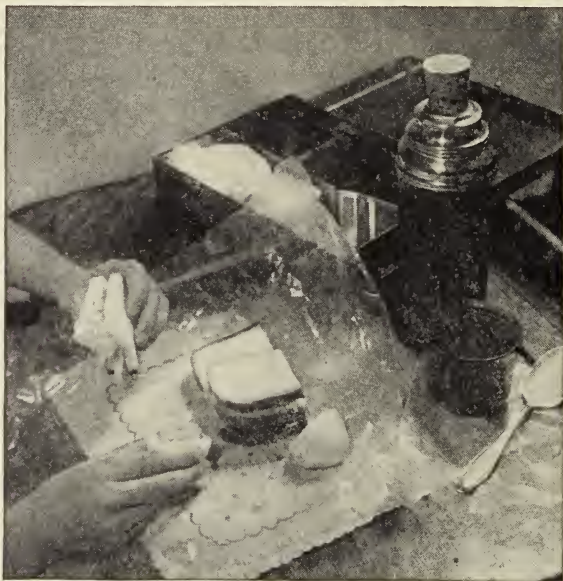
Paper plates	Bread knife
Paper cups	Spatula
Paper spoons and forks	Paring knife
Waxed paper	Straws
Parchment paper	String
Paper napkins	Toothpicks
Scissors	Small pasteboard containers
Small glass jars	

## SUGGESTIONS FOR MAKING

1. Select a lunchbox which can be easily and thoroughly cleaned.
2. Pack the food in lightly covered jars or wrap in wax paper and

then parchment paper to keep flavors from mixing. Use tooth-picks to hold sandwiches or layer cake together.

3. Choose foods representing the three types (fuel, building, regulating) and avoid too much repetition or too many dry foods.



Courtesy "Good Housekeeping"

**A thermos bottle suggests a variety of soups and beverages.**

4. If a thermos container is available, one hot dish should be included, especially in winter.
5. Celery, fresh carrot strips, fresh tomatoes, or fresh vegetable salad packed in a jar should be used frequently.
6. Vary sandwiches from day to day by serving different breads and sandwich fillings.

#### SANDWICH FILLINGS

Peanut butter and minced celery moistened with cream.

Baked beans mashed and combined with chili sauce.

Cream cheese and chopped olives.

Dates and nuts moistened with lemon or orange juice.



Chopped hard cooked egg and salad dressing.  
Butter creamed with canned drained pimentoes.  
Dried beef ground and minced with cheese and salad dressing.  
Sliced tomato and crisp bacon.



Courtesy "Good Housekeeping"

**High school boys and girls may prefer to buy  
their milk at school.**

Jams and marmalades.  
Chopped cucumber and nuts.  
Chopped corned beef with chopped mustard pickles.  
Lettuce.  
Salmon with chopped peppers or pickles and mayonnaise.

Since selection of food for breakfasts has been discussed before, we need only mention here some simple foods which can be prepared in a short time. If such foods as eggs, bacon, milk, bread, butter, prepared cereals, jams, marmalades, fruits, cocoa, tea, and coffee are kept on hand, it is possible to prepare a wholesome breakfast for oneself within a short time. In



winter, cooked cereals may be prepared the night before and warmed in a double boiler for breakfast. With orange juice, scrambled eggs, and some prepared drink to which hot milk may be added, a complete breakfast can be prepared in ten minutes. Toast can be made while the eggs are cooking.

*An emergency lunch or supper* can be prepared just as easily by using one of the delicious canned soups now on the market. A salad and a beverage is all that need be added to this. A salad sandwich with a beverage may be a meal in itself. Place two pieces of toast cut in triangles on a dinner plate. On this put crisp lettuce leaves and two or three slices of tomatoes, hard cooked eggs, and two strips of crisply fried bacon. If cheese of any sort is available, put a dot of cheese in the center of the salad. Add mayonnaise, being careful to keep the plate attractively arranged.

*Eating out-of-doors* should not necessarily mean eating heavy, indigestible food. Just as much attention should be given to the planning of a well balanced picnic meal as to one eaten at home on the dining table. If part of the meal is cooked over a fire, the equipment necessary depends upon the food to be cooked and whether or not one is hiking or being transported to the picnic spot by automobile.

The hiker will be greatly limited in the equipment she will be able to carry. If she provides herself with food, a sharp pocket knife, and matches, she will do nicely. Cut a green stick one inch thick and about four feet in length. Point one end of it and clean away the bark for about six or eight inches. This will leave a clean end on which weiners, marshmallows, or biscuits can be placed. A forked stick prepared in the same way as the simple toaster can be used for broiling bacon, steak, or cheese.

*A convenient broiler* may be prepared by leaving the ends on a forked stick. Turn them around in order to make a loop. Weave crosspieces on the loop, and this will give a well supported area upon which to broil meat.

If you are able to transport your equipment, then such sim-

ple and home-made devices are not necessary. Eating a meal without knives, forks, or spoons may be a delightful innovation for the girl who has never experienced rough camp life. The more modern picnicker, however, is equipped with a grill (taken from an oven), a frying pan, several long-handled forks, two paring knives, a bread knife, salt and pepper shakers, paper plates, knives, forks, spoons, cups, paper napkins.

Usually steak, bacon, liver, or chops are broiled over a fire. These may be placed in buttered buns or between slices of bread and eaten as sandwiches. Salads made of lettuce, tomatoes, cabbage, celery, or carrots should be served with the sandwiches. With fruit for dessert and milk or cocoa a well balanced meal is obtained. To satisfy the person who likes something sweet at the end of a meal, place a hot toasted marshmallow and a square of milk chocolate between two graham wafers and press firmly together.

*Picnic biscuits.* Carry in a paper carton 1 cup of flour, 2 teaspoons baking powder, and a pinch of salt already mixed; and have wrapped separately 1 tablespoon of fat. When ready to use the mixture, rub the shortening into the flour, add enough water or milk in center, and stir with a knife or stick until the dough is of the right consistency to handle. Take a piece of dough the size of a biscuit, stretch into a long narrow length, and twist it on a peeled stick. Bake over hot coals until biscuit slips off stick—about ten minutes. This will serve for two people.

*Cinnamon toast.* Toast bread on one side; butter, sprinkle with sugar and cinnamon on toasted side, and hold untoasted side over the coals.

*Roasted corn.* Wrap  $\frac{1}{4}$  inch thickness of wet newspaper around ear of corn on which the husks remain. Cover with hot coals and leave until paper has dried and burned off, leaving browned husks. Serve with butter and salt.

*Toasted sausages, apples, marshmallows.* Roast over fire on end of peeled stick.

*Roasted spare ribs.* Sprinkle ribs with salt and pepper. Roast thoroughly over fire and serve with barbecue sauce.

*Toasted cheese.* Wrap a strip of bacon around a cube of American cheese, and toast; when done, place between a bun.

*Baked potatoes.* Wrap potatoes tightly with one-fourth inch thickness of wet newspapers. Roll in hot coals and allow to bake about 45 minutes. Baked sweet potatoes take less time to bake than Irish potatoes.

*Dogs in blankets.* Boil and peel frankfurters. (They may be used unpeeled if desired.) Cover with mustard and wrap in strips of bacon. Fasten with toothpicks and broil over an open fire.

*Picnic suppers* may be served in several different ways. If a picnic table is available, it may be set so that the entire party may eat together. An informal custom which is enjoyable, if the group is small, is for each person to prepare his own steak. For larger groups it is almost necessary to divide the work. Some may fry the steaks, some prepare the plates, and others collect firewood and keep up the fires. Cafeteria style, where all food is arranged on a table and each person helps himself, is another method of serving picnic food.

Boil drinking water for tea, coffee, cocoa; do not drink water of uncertain quality without boiling.

#### ROADSIDE COURTESY <sup>4</sup>

Ask permission before entering woods, crossing fields, or getting water at wells. Remember to:

Follow the fence where there are growing crops.

Climb fences beside the posts.

Close gates and put back the bars.

Pick no fruit but wild fruit.

Do not build fire too near the trees or under low branches.

Use only dead wood for fire.

Clean up every vestige of your picnic.

Put out fires with water.

<sup>4</sup> From *Roadside Cookery*, by Ruth Bonsteel. Courtesy of Camp Fire Girls, Cleveland, Ohio.

Bury deep all tin cans and bottles.

If put on the edge of fire, scraps will dry and burn up by the time you are ready to break camp.

The beauty of the out o' doors is for you to enjoy—not destroy.

**Leisure time cookery.** Informal gatherings of young people often find taffy pulls or corn popping pleasant diversions on winter afternoons. It is well to divide the work so that groups or persons are responsible for various duties. In this way interest does not lag and no one feels omitted. The kitchen should be left in perfect order after the work is completed.

If the group is large and you wish to extend the process after popping corn, corn fritters can be made. Put the popped kernels through a food chopper using coarsest cutter. If boys are in the group they will enjoy operating the food chopper. Use the same syrup recipe as for popcorn balls. Pour hot syrup over corn, stirring constantly. When cool enough to handle, press into muffin rings using a flat iron or any flat surface to smooth off the two edges. Wrap in waxed paper. If caramel flavor is desired use brown sugar with molasses for the syrup.

**Refreshments.** Refreshments may be served at an afternoon or evening party. In either case, a real meal should not be served. Light refreshments are usually more desirable than heavy indigestible foods which keep one awake and tossing long hours after retiring. The attractiveness of the food and perfection of the service is more important than the quantity of food served.

Dessert bridges are popular forms of afternoon entertainment. Invitations usually read for one-thirty o'clock. Only one course, a dessert course including a beverage, is served on the card tables. The hostess has all food prepared and tables set before the arrival of her guests. Upon their arrival this course is served. After the tables are cleared, the card playing





Courtesy "Good Housekeeping"

**Flaky short cake with ripe red raspberries and sliced yellow peaches makes an excellent dessert.**



proceeds; salted nuts or small candies are placed on the card tables to be eaten during the playing.

After a game of bridge in the evening, it may be fitting to have a make-your-own-sandwich party. Electric toasters, cof-



Courtesy "Good Housekeeping"

**Frosty glasses of minted punch with sandwiches and cookies are a welcome sight in warm weather.**

fee pots, or waffle irons will speed up the work. Arrange thin slices of meat of several kinds on a platter. Place sandwich spread in bowls. A cheese server of assorted cheeses and a dish of deviled eggs or such relishes as stuffed celery, carrot strips, radishes, and olives will add to the lunch. Serve also several assortments of bread and rolls. Crisp lettuce leaves should be served in a bowl, and next to it should be placed French dressing, mayonnaise, salt and pepper, and paprika.

All of this should be arranged attractively on a dining table. Each guest will serve himself and prepare his sandwich.

In winter, after enjoying outdoor sports, hearty food will be enjoyed. The delicious three-decker toasted sandwich or the Hamburg steak are great favorites.

In hot weather cold drinks, cold dishes, and lighter sandwiches are more pleasing. Home-made sundaes and sodas can rival those made at any soda fountain. Use ice-cream foundation and chocolate, mint, butterscotch, or fruit sauces. Boston cooler may be made by putting a scoop of ice-cream in a tall glass and pouring ginger ale over it.

Following are suggestions for refreshments:

Mint Ice Cream Cake	Chocolate Sauce Coffee
Strawberry Meringue	Coffee
Chocolate Ice Cream Sandwiches with Marshmallow Sauce Coffee	
Ribbon Sandwich	Coffee
Molded Fruit Salad Tea	Cheese Cups
Tower Sandwich Raspberry Ice Coffee	Potato Chips Macaroons

*Tower sandwiches.* Cut day-old bread in thin slices, then with cookie cutters of varying sizes from four inches in diameter to one inch cut in rounds of five sizes. Butter the largest round and spread lightly with Philadelphia cream cheese. Place the round next in size on the cheese. On this spread currant jelly or jam of any flavor. Place the third round on top of the jelly. Butter this and place small bits of cold chicken or any other cold meat on it. Put a small piece of lettuce and mayonnaise on top of chicken. Put on the next round of bread; butter and place a slice of tomato, lettuce, and mayonnaise on this. On the next one place a slice of cucumber and on the top piece put a large stuffed olive or red radish. Place

entire sandwich on lettuce leaf and put a spoonful of mayonnaise on side. Serve with potato chips and a beverage.

*Rolled sandwiches.* Cut all the crust off a loaf of sandwich bread. Cut lengthwise of loaf, having a  $\frac{1}{4}$  inch strip the full length of the loaf. Spread with any spread or sandwich filling.



Afternoon tea is always pleasant if mother pours.

At one end place a row of stuffed olives. Roll bread around these olives, exactly like a jelly roll. Wrap in waxed paper and keep in ice box. When ready to serve, slice in  $\frac{1}{2}$  inch slices.

*Cheese cups.* Cut a  $1\frac{1}{2}$  inch slice of bread into rounds with small cookie cutter. Spread over entire surface, except bottom, soft cream cheese. Sprinkle with paprika, and toast.

*Red raspberry meringue.*<sup>5</sup>

4 egg whites  
1 cup sugar  
Pinch salt  
 $\frac{1}{2}$  tsp. vanilla

Fresh or canned red  
raspberries  
Whipped cream

<sup>5</sup> Courtesy of Carlotta C. Greer, Cleveland.



Put the egg whites and salt in a bowl. Beat the mixture until the egg whites are stiff. Add the sugar and vanilla, then continue beating until these ingredients are well mixed with the egg whites.

Cover a baking sheet with paper. Drop the mixture on to the paper-covered baking sheet in mounds, placing about 2 heaping tablespoonfuls in each mound. Bake at  $375^{\circ}$  for 30 minutes.

Before serving cut off a section of the top. Fill with fresh sweetened or preserved red raspberries. Replace the top, garnish with whipped cream and more berries. Yields 7 or 8 servings.

#### HUNDRED CALORIE PORTIONS OF SOME COMMON FOODS

Fruit	100 Calories
Apple	1 large
Apple sauce	$\frac{3}{8}$ cup
Apple, baked	$\frac{1}{2}$ large, 1 tablespoon sugar
Apricots (stewed)	$\frac{1}{4}$ cup
Banana	1 large
Berries	$\frac{1}{2}$ cup
Cantaloup	1 melon, $4\frac{1}{2}$ " diameter
Dates	4 dates
Figs	$1\frac{1}{2}$ figs
Grapefruit	$\frac{1}{2}$ grapefruit
Orange	1 large orange
Orange juice	1 cup
Peach	3 medium
Pear	2 medium
Pineapple (fresh)	2 one-inch slices
Pineapple (canned)	1 slice, 1 tablespoon juice
Prunes (stewed)	2 with 2 tablespoons juice
Rhubarb	$\frac{1}{2}$ cup
Cereal	
Shredded Wheat	$\frac{1}{2}$ biscuit
Corn Flakes	$\frac{1}{2}$ cup cereal with $\frac{1}{4}$ cup of milk and 1 teaspoon of sugar.
Puffed Wheat	
Puffed Rice	
Cream of Wheat	$\frac{1}{3}$ cup cooked cereal with $\frac{1}{4}$ cup of milk and 1 teaspoon of sugar.
Oatmeal	
Rice	
Wheatena	
Bread and Cookies	
Bran muffins	1 small muffin
Bread (white)	2 thin slices of medium loaf

## Bread and Cookies

## 100 Calories

Bread (graham)	1 thin slice of medium loaf
Bread (whole wheat)	1 thin slice of medium loaf
Coffee cake	1 1/2" cube
Cookie	1 cookie 3" in diameter
Corn bread	1 slice 2" X 2" X 1"
Doughnut	1/2 medium
Griddle cake	1 cake 4" in diameter
Roll (sugar)	1/2 small roll
Roll (plain)	1 roll
Waffle	1/2 waffle 6" in diameter

## Soups

Asparagus (cream)	1/2 cup
Bouillon	4 cups
Celery (cream)	1/2 cup
Chicken	1 cup
Consommé	4 cups
Oyster stew	1/2 cup
Tomato (cream)	1/2 cup
Tomato (clear)	1 cup

## Vegetables

Asparagus	20 stalks
Beans (lima)	1/2 cup
Beans (string)	2 cups
Beets	4 2"-diameter
Cabbage	2 cups
Carrots	4-5 small carrots
Cauliflower	1 small head
Celery	30 stalks
Cole slaw	1 cup
Corn (canned)	1/3 cup
Corn (on cob)	2 ears 6" long
Cucumbers	2 cucumbers 7" long
Lettuce	2 heads
Onions (creamed)	2 onions
Peas (canned)	3/4 cup
Peas (fresh)	1/2 cup
Peas (creamed)	1/2 cup
Potatoes (baked)	1 medium potato
Potatoes (boiled)	1 medium potato
Potatoes (creamed)	2/5 cup
Potatoes (fried)	1/2 cup



Vegetables	100 Calories
Potatoes (mashed)	$\frac{1}{2}$ cup
Radishes	30 radishes
Sauerkraut	2 cups
Squash	1 cup
Spinach	2 cups
Tomatoes (canned)	2 cups
Tomatoes (raw)	1 cup
Salads	
Egg	$\frac{2}{3}$ serving (1.4 oz.)
Potato	$\frac{1}{2}$ serving (1.7 oz.)
Tomato and cucumber	$\frac{5}{8}$ serving (2 oz.)
Tomato and lettuce	$\frac{1}{2}$ serving (2.7 oz.)
Dressings	
French	1 $\frac{1}{2}$ tablespoon
Mayonnaise	1 tablespoon
Meats	
Bacon	4 small pieces
Beef (dried)	4 slices 4" $\times$ 5"
Beef stew	$\frac{2}{3}$ cup
Bologna	1 slice 4" diameter $\frac{1}{8}$ " thick
Chicken	$\frac{1}{4}$ cup
Chicken chow mein	$\frac{1}{4}$ cup
Chicken à la king	$\frac{1}{4}$ cup
Corned beef	1 slice 4" $\times$ 1" $\times$ 1"
Duck	Very small portion
Frankfurter	1 small
Halibut	3" $\times$ 2 $\frac{1}{2}$ " $\times$ 1"
Ham	Slice 4" $\times$ 4" $\frac{1}{8}$ " thick
Hamburg steak	2 $\frac{1}{2}$ " $\times$ 2 $\frac{1}{2}$ " $\frac{7}{8}$ " thick
Lamb chop	1 chop 2" $\times$ 2" $\times$ $\frac{1}{2}$ "
Liver	2.1 oz.
Oysters	$\frac{2}{3}$ cup or 6 to 12 oysters
Pork chop	$\frac{1}{2}$ average chop
Roast beef	Slice 5" $\times$ 2 $\frac{1}{2}$ " $\times$ $\frac{1}{4}$ "
Roast lamb	Slice 5" $\times$ 2 $\frac{1}{2}$ " $\times$ $\frac{1}{4}$ "
Roast veal	Slice 2" $\times$ 2 $\frac{3}{4}$ " $\times$ $\frac{1}{8}$ "
Roast pork	Slice 2" $\times$ 2 $\frac{1}{4}$ " $\times$ $\frac{1}{8}$ "
Salmon (canned)	$\frac{1}{2}$ cup
Sausage	2 small sausages

Meats	100 Calories
Steak (sirloin)	$2'' \times 1\frac{1}{2}'' \times \frac{3}{4}''$
Tongue	2 small
Tuna fish	$\frac{1}{2}$ cup
Turkey	Small portion
Veal cutlet	$\frac{2}{5}$ serving

Desserts	
Angel food cake	$2'' \times 2'' \times 2''$
Apple snow	1 cup
Apple dumpling	$\frac{1}{2}$ medium
Bread pudding	$\frac{1}{4}$ cup
Brown Betty	$\frac{1}{5}$ cup
Cake (layer)	$2\frac{1}{2}'' \times 2\frac{1}{2}'' \times 1''$
Cake (plain)	$1\frac{3}{4}''$ cube
Chocolate blanc mange	$\frac{1}{4}$ cup
Cream puff	$\frac{3}{4}$ cream puff
Custard	$\frac{1}{3}$ cup
Floating island	$\frac{1}{3}$ cup
Fruit cake	1" cube
Gingerbread	$1'' \times 2'' \times 2''$
Jello	$\frac{1}{2}$ cup
Junket	$\frac{1}{2}$ cup
Macaroons	2 macaroons
Ice cream	$\frac{1}{4}$ cup
Plum pudding	1" cube
Pie (apple)	$1\frac{1}{2}''$ section
Pie (custard)	2" section
Pie (lemon)	1" section
Pie (mince)	1" section
Pie (pumpkin)	2" section
Prune soufflé	$\frac{2}{5}$ cup
Rice pudding	$\frac{1}{2}$ cup
Tapioca	$\frac{2}{5}$ cup
Sherbet	$\frac{1}{4}$ cup
Strawberry shortcake	$\frac{1}{3}$ average portion

Miscellaneous	
Beans (baked)	$\frac{1}{3}$ cup
Baking powder biscuits	2 small biscuits
Butter	$1'' \times 1'' \times \frac{1}{4}''$
Candy (chocolate creams)	1 piece
Candy (tudge)	1" cube

Miscellaneous	100 Calories
Candy (milk chocolate)	2" × 1" × 1/8"
Cheese soufflé	1/2 cup
Crackers (graham)	2 crackers
Crackers (saltines)	6 crackers
Crackers (soda)	4 crackers
Cranberry sauce	1/4 cup
Cream cheese	2" × 1" × 3/8"
Dressing (stuffing)	1/6 cup
Gravy	2 tablespoons
Hash	1 heaping tablespoon
Hard sauce	1 tablespoon
Honey	1 tablespoon
Ice-cream soda	1/3 average soda
Jam	1 tablespoon
Jelly	1 tablespoon
Macaroni	1 cup
Macaroni and cheese	1/2 cup
Maple syrup	1 tablespoon
Olives	4 large olives
Peanut butter	1 tablespoon
Pickles	1 tablespoon
Raisins	1/4 cup
Stuffed peppers	1 pepper
Sugar	3 teaspoons
Sundae	1/3 portion
Eggs	
Egg (poached)	1 1/3 egg
Egg (fried)	1 small
Egg (scrambled)	1/4 cup
Egg (omelette)	1 egg
Egg (whole)	1 1/3 egg
Beverages	
Cocoa	1/2 cup
Coffee	1 cup—2 tablespoons sugar; 1 table- spoon cream
Tea	1 cup—2 tablespoons sugar; 1 table- spoon cream
Fruit juice	1/2 cup
Milk	5/8 cup
Postum	1 cup—2 tablespoons sugar; 1 table- spoon cream

Dairy Products	100 Calories
Fresh milk	$\frac{5}{8}$ cup
Butter	1 tablespoon
Cheese (cottage)	$5\frac{1}{2}$ tablespoons
Cheese (Phila. Cream)	2 tablespoons
Cheese (Swiss)	$4\frac{1}{2}'' \times 3\frac{1}{2}'' \times \frac{1}{8}''$
Cream, 18% Fat	$\frac{1}{4}$ cup
Cream, 40% Fat	$1\frac{1}{3}$ tablespoon
Olive oil	1 tablespoon

Nuts	
Almonds	12 to 15 nuts
Brazil nuts	2 nuts
Butter nuts	4 to 5 nuts
Hickory nuts	15 nuts
Peanuts	20 to 24 peanuts
Pecans	12 nuts
Walnuts	8 to 16 nuts

### QUESTIONS AND ACTIVITIES

1. What is meant by recreational cookery?
2. How may a jaded appetite be stimulated?
3. What foods are quickly prepared?
4. What types of foods are best for picnics?
5. Why are refreshments served?
6. How can a lunchbox be made attractive?
7. Plan an emergency meal.
8. Plan refreshments for :
  - (a) A Christmas party.
  - (b) A St. Patrick's party.
  - (c) A valentine party.
  - (d) A Thanksgiving party.
  - (e) A Hallowe'en party.
9. Plan a picnic lunch for six people.
10. Plan an afternoon tea, including : the making of menus ; planning, ordering, and preparation of refreshments ; inviting and entertaining guests ; acting as hostess ; and all other responsibilities.

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The personal interview.

## *Unit Eight*

### ENTERING THE BUSINESS WORLD

I am the master of my fate,  
I am the captain of my soul.  
—Henley.

#### PROBLEM 1. WHAT HAS EDUCATION TO DO WITH THE BUSINESS WORLD?

**What is education?** In its broadest sense education may be defined as life. It is the slowly evolving process of the development of body, mind, and character, continuing throughout life and resulting in the production of a desirable or an undesirable individual. Specifically, it is the developing of one's virtues, qualities, and abilities. In the business world education is often confused with training, which is merely the developing of some particular ability in preparation for some particular occupation.

**More school or less?** There are many reasons why boys and girls should remain in school longer now than they did fifty years ago.

The Industrial Revolution and the subsequent change in industrial methods have done away with the apprentice system; have put the emphasis on brains instead of muscle; have encouraged specialization and increased competition among workers until the best tend to win, save as inheritance or family favoritism help an occasional person.

In the last few years opportunities for education have increased tremendously and are practically within the reach of all. Since increased opportunity means increased responsibility, there is less room for the self-made man. Educational qualifications constitute an item on every application blank, and stand-

ards of preparation for many occupations are being raised; in general, also, the age of employment is being raised. Progress in industry and business is being made at a rapid rate because of the many new discoveries and inventions; no one can predict what the future holds, but one must be prepared through education to fit into some specialized and possibly changing post, and to make a contribution to further progress.

Education increases one's ability to live well and to get more out of life—that is, to develop finer sensibilities and greater appreciation. The worker in the new short hour economic system is going to be judged not alone, nor perhaps as much, by his occupation as by what he does in his leisure hours; and education is necessary to enable us to make proper use of our leisure time.

**Of what advantage from a dollar-and-cents standpoint is an education?** The advantage of an education from a dollar-and-cents standpoint cannot be estimated. Many fairly informative estimates were made prior to 1929 but are valueless under present economic conditions. The following facts, taken from a report made by Dean Everett W. Lord of Boston University, will give some idea of the relation of education to income. The untrained man goes to work at fourteen years of age, reaches his maximum income at forty and maintains this income for five or ten years, after which it falls off—often to a point below the level of self-support, because it is dependent upon physical strength and manual dexterity alone. The high school graduate goes to work at eighteen years of age, reaches the maximum of the unskilled man at twenty-eight, and continues to rise until age fifty after which his income falls off only slightly. The college graduate goes to work at twenty-two. His income is dependent upon his mental ability, training, and experience which increase with the years. His income increases to age sixty and often beyond.

Furthermore, statistics show that fewer young people under eighteen years of age are being employed, and economists tell us this is what we may expect in the new economic order. In

this case who can predict just what will happen to the groups just discussed. Evidently the coming generation will regard a high school education as a minimum, and all who can go further, whether in higher institutions or vocational classes, will wisely do so.

**Reasons for leaving school.** Ill health constitutes one of the valid reasons for leaving school; the biblical quotation might be altered to read, "Though I have education and wealth and have not health I have nothing." But ill health is a condition to be remedied; then education may be continued.

Often students are forced to leave school and go to work because their financial help is needed by their family. Leaving school for this reason is justified only if it is a last resort, for such help is meager at best, and it tends to reduce the individual's chances for advancement. However, continued study in evening vocational classes, at least, is possible to employed young people; and many states are requiring employers to free them for a limited number of hours of daytime study each week until they reach eighteen years of age.

Many times students desire to leave school because they "Don't like it" or "Feel they are not getting anything out of it." Often this is the result of having one's own way too much and the wise boy or girl will realize that the disciplinary benefits of education are just what one needs in such a case. "Make yourself study," is a sure method to increased personal power. Or, restlessness may be due to some maladjustment in school. Responsibility for one's satisfaction with and progress in life is, after all, one's own; make sure you are taking the right subjects. Then realize that will power, determination, and stick-to-itiveness are needed everywhere in life and are qualities which everyone must consciously endeavor to acquire. Talk with your teachers about your program of study and find the program that is best for you.

Quitting school because one is offered a job is very unwise. A better job will come after more study! Students who "quit for a job" are to be found later in continuation or night schools



trying to make up for the lost opportunity. Remember Edgar A. Guest's observation about "The Job"<sup>1</sup>:

"Oh, many a boy has begun with a rush  
And has grabbed for a man's wages blindly;  
Now he sticks as a man to the spot he began,  
And thinks life has used him unkindly."

**Educational opportunities for the high school girl.** First, there are full time high school courses—some academic, others technical, trade, and commercial in nature—where one may receive vocational training while obtaining a general education. The ideal is, of course, to get a good general education in high school, and, if possible, postpone specializing until entering a vocational school or a college. But if one can only go through high school, the combined academic and vocational course is a good choice.

To accommodate girls who are employed during the day, there are various types of part-time schools. For instance, night schools offer academic subjects and grant high school diplomas. They also offer special training for many vocations. Continuation schools are designed for boys or girls who must help support their families but who, to comply with the law, must attend school for 4, 6, or 8 hours a week. These hours are to be taken from their working hours. Continuation schools offer both academic and special training. Modern and progressive factories and stores maintain schools for their employees where beginners are trained or where advanced workers may prepare for promotion. Trade and corporation schools offer little general education but very practical technical courses of two or three years; or they may occasionally make use of the apprenticeship and helper system.

Correspondence schools offer training along all lines, but are mainly for adults who have ability to study alone.

<sup>1</sup> Edgar A. Guest, "The Job," from the copyrighted book, *Just Folks*. Used by permission of Reilly and Lee Company, publishers.

**Questions often asked by the high school girl concerning college education.**

1. Should you go to college if you haven't your life work planned; if so what subjects would you take? Because of little experience and lack of contact with the outside world, many students finish high school knowing little of the occupational world and what it has to offer. Neither do they realize that the first two years' work in most colleges and universities is very similar and that specialization takes place at the beginning of the third year. This gives students two years on the campus in which they have an opportunity to hear of many jobs and to get acquainted with people planning and doing many interesting things. Therefore the answer is yes. Go, even though you haven't your life work planned.

2. What are the chances for a girl without complete financial support attending college? An ambitious girl of average intelligence can earn part of the cost of her college education, provided, of course, real desire accompanied by will power and good health are hers. Colleges and universities report that 20 to 70 per cent of their students work their way through in whole or in part. Many colleges and universities maintain employment bureaus and are able to assist students to obtain work such as waiting on table, acting as laboratory assistants, tutoring, doing clerical work, assisting with housework, or taking care of children. Students may also get assistance through scholarships and fellowships. Many high schools and most colleges maintain a student loan fund from which money is loaned to worthy students to be returned at some later date after the student has had an opportunity to earn money.

Economic conditions may make it more difficult in the future to work one's way through college. Colleges advise that arrangements be made to have one or more years—the first year and, if possible, the senior year—free for academic duties alone; and that a four-year course be spread over five years to lessen the mental and physical strain imposed by working one's way.

Contrary to what one might expect, self-supporting students are commended and admired by both faculty and students. Because of the way in which it has been obtained, the chances are that such students will get more out of their college career.

3. Do the majority of high school graduates who plan to work two or three years before going to college get there? On the whole the answer is no, except in the case of the unusual girl. Unlike her senior year in high school, her environment and associates will be far removed from even the thought of college; her associates will so thoroughly enjoy their pay envelopes and their living today with no thought of the morrow that gradually her ambition and purpose is likely to change. Then, too, it is no easy task to hold on to any sizable sum of money saved; there are so many things one may do with it; yet, with a firm purpose it is perfectly possible to earn and later study, for it has been done.

4. Would your age be a handicap if you entered college four or five years after graduating from high school? Age matters little in college. Ages there often vary from seventeen to seventy, for besides the high school graduate we find men and women of all ages, some of whom have not had the opportunity to attend college before; others who have returned in the interest of their business for research work; and still others who consider their life work finished and choose to use their leisure in the pursuit of some study which is of particular interest to them.

**What are some of the things you get out of college besides book learning?** A college education broadens one's outlook on life, increases one's interests, and enlarges one's circle of friends. It develops concentration, initiative, and self-control, and enables one to take her place in the world with greater efficiency.

**We are never fully educated.** Since we have defined education as life, we must realize that even college does not complete education, for like life itself, education is a continuous process. It progresses not only in a formal way with our

studies in school but also by means of our work, play, contacts with people, observation, reading, travel, use of our leisure and the general experiences of life. Therefore, the amount of education it is possible to attain is within our own control. We are never fully educated!

### QUESTIONS AND ACTIVITIES

1. What subjects taught in school are considered cultural subjects? How are they supposed to benefit the individual?
2. What is meant by tool subjects? How are they designed to benefit the individual?
3. Give a brief history of public school education in the United States.
4. Compare America's ideal of "an education for everyone" with the educational ideals of other countries.
5. Do you think America's policy with regard to education has anything to do with her high standards of living? Explain.
6. What is the cost to your community per pupil per year for training in the primary grades? In high school? What is your responsibility in regard to this?
7. Fill in the following charts, calculating amounts as accurately as possible:

#### COST OF MY FOUR YEARS' TRAINING IN HIGH SCHOOL

Item of Expenditure	First Year	Second Year	Third Year	Fourth Year
Books				
Fees				
Dues				
Gym suit—choral club uniform				
Carfare				
Lunches				
Commencement				
Totals				

8. Which year in high school costs most and why?
9. Sudden and large expenditures are hard to meet. What might we do regarding such an expenditure?

10.

## AN ESTIMATE OF THE COST OF MY COMMENCEMENT

Item	Cost	Item (Brought Forward)	Cost
		Total	

11.

## WHY COMMENCEMENT COSTS VARY

Factors Influencing Commencement Costs	Statement of Extent to Which Each Is Justifiable
Standards of living	
Custom	
Show or ostentation	
Consideration for others	
One's share in family budget	
An event in one's life	

12.

## SUGGESTIONS FOR A "MINIMUM COST" COMMENCEMENT

Item	Source	Cost	Item (Brought Forward)	Source	Cost
			Total		

*Note:* Source may mean purchased at a sale; received as a gift; borrowed; already on hand.



13. After consulting catalogs or visiting the registrar's office, fill in the following:

## COST OF BUSINESS COLLEGE EDUCATION

Name of Course	Studies Involved	Usual Time Required by Course	Tuition	Books	Carfare	Lunches

14.

## COST OF FOUR YEARS' COLLEGE EDUCATION

Item of Cost	In the Small Endowed College, as Oberlin	In the Large Endowed University, as Western Reserve	In Your Own State University	In the Large Endowed College for Girls, as Vassar, Smith, or Wellesley
	4 Years	4 Years	4 Years	4 Years
Matriculation fee				
Entrance examination				
Tuition				
Books				
Fees				
Room				
Board				
Laundry				
Diploma				
Total				

15. What is the difference between a college and a university? What are some of the differences in college life and life in high school?

16. Fill in the following table:

OPPORTUNITIES IN THE VOCATIONAL WORLD

JUNIOR HIGH GRADUATE			SENIOR HIGH GRADUATE			COLLEGE GRADUATE		
Job	Salary Range per Year	Chance for Advancement	Job	Salary Range per Year	Chance for Advancement	Job	Salary Range per Year	Chance for Advancement

17. What relation should training bear to remuneration?
18. If all jobs were to become mechanical, requiring little skill or training, and workers were mere "cogs in the wheel" supplying food, shelter, and clothing, would there still be need for college education?
19. What opportunities for completing a high school course are there in your community for a girl employed during the day?
20. Why are we hearing so much about adult education in these days? What educational opportunities for adults are there in your community?
21. Explain the fact that colleges offering training in journalism, commerce, industry, and business have been recent additions to the university campus.
22. Why are we judged by what we do in our leisure time?
23. In the new economic and social order it is predicted we are going to be relieved more than ever before of our endless struggle for food, shelter, and clothing. Show how this might make for a more wholesome, happy, human living.
24. Show how education aids in:
  - (a) Developing tolerance.
  - (b) Obtaining breadth of vision.
  - (c) Pleasure in new contacts.
  - (d) Ability to adjust to one's environment.
  - (e) Desire to improve physically, mentally, and ethically.
25. Has the college graduate an increased personal and social responsibility?
26. Attending school is an opportunity, a privilege. Do you enjoy school thoroughly? What traits enable one to do so?

27. List reasons given by students who say they do not enjoy school and see if you can find a solution to their problem.
28. Name and describe the important educational institutions in your immediate locality. In your state.
29. Locate and describe the institutions in the following table (see *World Almanac*, bulletins of U. S. Office of Education):

INSTITUTION	LOCATION CITY AND STATE	TYPE OF INSTITUTION LIBERAL ARTS, TECHNICAL, ETC.	CO-EDUCATIONAL, MEN ONLY, OR WOMEN ONLY
Ames			
Beloit			
Berea			
Bryn Mawr			
Carnegie Institute			
Columbia			
Cornell			
Dartmouth			
Harvard			
Johns Hopkins			
Leland Stanford			
Massachusetts Institute Mills			
Northeastern			
Northwestern			
Oberlin			
Ohio Wesleyan			
Ohio State			
Peabody			
Princeton			
Purdue			
Radcliffe			
Rockford			
Smith			
U. S. Military Acad.			
U. S. Naval Acad.			
University of Chicago			
University of Michigan			

INSTITUTION	LOCATION CITY AND STATE	TYPE OF INSTITUTION LIBERAL ARTS, TECHNICAL, ETC.	CO-EDUCATIONAL, MEN ONLY, OR WOMEN ONLY
Vassar			
Wellesley			
Yale			

30. Who should attend an out-of-town college? Who should attend a home town college? A large college? A small college?
31. Would you say that the majority of high school graduates who plan to work two or three years and then go to college ever get there? Why?
32. Some parents say, "I want my children to get an education so that they will not have to work as hard as I have done." Is this a right motive for education?
33. Does education spoil people for hard work?

## PROBLEM 2. HOW DOES ONE CHOOSE A VOCATION?

**Why work?** Recent developments in our economic and social order have shown us the importance of work in connection with human happiness and well-being. Work is essential to our happiness because it affords us a means of expressing ourselves. It affords us an opportunity of establishing useful relations with those about us and of winning their approval and respect through our efforts. It offers us an opportunity for service. True, some of us may find our best opportunity for self-expression and service, in our leisure time occupations. But the work which will be ours to do, even though it be not of our own choosing, will yield a certain satisfaction, for we are all consumers, and therefore, will all want to help produce the things necessary to supply our needs and desires. There is real satisfaction to be derived from earning one's own living.

**Woman's entry into the business world.** Girls have not always been concerned with the problem of choosing the right vocation. Until comparatively recent times the supplying of human needs centered about the home, and homemaking was almost the only vocation open to women. After the Industrial

Revolution, the advent of machinery, large scale production, and specialization, all industries were transferred from the home to the factory and women slowly but surely followed them there. Educational opportunities for women also increased; public opinion became more favorable; and it was no longer considered a disgrace for a man to permit the women of his household to go outside the home to work. Women were willing to work for less pay than were men, which increased the demand for their labor—as has also the fact that they have proved themselves capable from the start. The World War overthrew the last barriers, so that now there is hardly a corner in the occupational world in which women are not to be found. Other factors such as the introduction of labor-saving devices in the home and modern simplified house-keeping have freed daughters to work outside, and enabled even the mother to undertake outside work where facilities of child care, such as nurseries or the modern nursery school, are available. Present-day high standards of living, converting many former luxuries into necessities, have in many instances made woman's entry into the business world a financial necessity. Nor was it all a matter of circumstances; with some women there was the desire for independence, a desire to live their own lives, to develop their own abilities, to have an outside career, and to be independent financially. These facts, together with the claim sometimes made that housework is monotonous and confining, have made many women long to exert their energies in the outside world. Gradually, too, the world is beginning to see that it is to its advantage to run on its full brain power, using women's contribution as well as men's in industry outside the home.

**If a girl plans to marry.** Many girls are not interested in choosing a vocation, but are content to drift through life because they have a feeling that marriage may interrupt an outside career. These girls would do well to admit to themselves that they have chosen homemaking as their vocation, train



themselves to that end, and until the date of their marriage take a job as dietitian, interior decorator, salad maker in a restaurant, budget adviser, shoppers' aid, nursery school worker, garment inspector in a clothing factory, or any of the numerous jobs open to women with such training and at the same time be prepared for the career of homemaking when it arrives.

Selecting a job carefully is certainly just as important for the girl who expects to marry as for the one who does not, for the following reasons :

1. She should support herself by productive outside work until marriage just as she will support herself by homemaking after marriage.
2. Her plans for marriage may change.
3. A business experience before marriage will widen a girl's horizon and give her opportunities to meet men and women of interesting background.
4. Her husband will have more respect for her and more faith in her judgment if she has had a successful business experience and if she is able to earn her own living. They are bound to have more in common and their marriage is more likely to be a success.
5. Such a girl is likely to be broadminded and more understanding after having worked and co-operated with people in the business world.
6. She will be more able to spend money wisely after having had experience in earning it.
7. Systematic, businesslike methods carried over into the business of housekeeping are bound to contribute to successful homemaking.
8. Such a girl will have gained knowledge that will help her to train children.
9. In case of an emergency after marriage such as a prolonged illness or the death of her husband, she will be capable of earning a living for herself and her family.
10. She will have more interest in life and, if she desires, something to turn to after her children are grown.

**What do you know of the vocational world?** In spite of the fact that the vocational world offers an overwhelming number and variety of jobs, too many girls choose a limited number of vocations. This is because they are familiar with only a few vocations such as office work, nursing, teaching, clerking, and the like, and are unwilling to bestir themselves to find out about any others. Or they are afraid to choose an unusual occupation, or one that requires an unfamiliar course of instruction or training which requires them to go some distance from home.

In order to choose one's vocation wisely one must study the vocational world to find out what occupations exist, what they demand, and what they offer in return. This is especially important at the present time, for since 1929 almost every vocation has undergone a change or is in the process of changing. Many have disappeared entirely and new ones are springing up to take their places.

In order to learn of the great variety of occupations open to girls, first read about them. You will find an abundance of material in all libraries. Investigate books describing the occupational field in general. Note the various classifications made of the vocational world and the specific vocations they contain together with the general statements of the nature of each. After you have eliminated all but the few which seem to fit your abilities and interests, read books dealing with these special fields. Use books of more recent date and be sure the information given applies to conditions as they exist today.

Visit places where the special vocations in which you think you might be interested are being carried on, and do some first hand investigating. Recall what you have read concerning each vocation and check on it. Make these visits repeatedly, checking not only on the job but on yourself in connection with the job.

Read biographies of successful workers in your field of interest. This can be made an invaluable help in choosing one's job.

Talk with people now engaged in the vocations in which you are interested. Do not be surprised at the variation of their reports but learn to interpret these and to draw your own conclusions.

Spend your vacations working in some phase of the field to familiarize yourself with it and to aid you in determining the possibilities for your success.

Such a study as the above should begin in junior high school. It should be continued through your senior high and college years. Furthermore, do not be surprised or discouraged if you are still at it a year or so after you finish your training, for remember your interests, tastes, and abilities change as also does the vocational world. Never lose sight of the fact that you must plan your life. To that end acquire all the knowledge and experience possible and apply it to yourself and your problem, being sure to take into consideration new conditions, new requirements, and new methods in the shifting business world.

**Things to look for in your study of the vocational field.** In your study of the vocational field answer the following questions, recording your findings in a notebook or file; then compare your findings in several fields and see in which you are most interested:

1. What are the duties to be performed in the occupation? Is the work varied or monotonous? Why?
2. Is the activity involved chiefly mental or physical? Are any special mental qualifications required?
3. Does the occupation have to do with people or things? If with people, how will their type affect you?
4. List the various occupations within this field and check the one in which one is usually first employed.
5. What are the educational requirements?
6. What are the facilities for obtaining this education: (a) over the country; (b) in your locality?
7. How expensive is it to prepare yourself?
8. What is the chance for advancement, and through what steps is it accomplished?

9. Are there special physical requirements as to age, height, build, color, or others?
10. Will one's tenure be affected by advancing years, regardless of the quality of one's work?
11. Are the working conditions pleasant, healthful, and conducive to best effort?
12. Are the hours of work reasonable and regular?
13. Is the work dangerous, and to what extent?
14. Is the work steady or seasonal, and is there much overtime, night work, or rush work?
15. How many persons are engaged in this vocation, and is the occupation overcrowded?
16. What is the beginner's salary? If the salary of a beginner is low, are there opportunities or advantages which make up for this?
17. In later stages will there be time and sufficient income for recreation, enjoyment of home life, and participation in social and civic affairs? If you hope to marry, how will this vocation affect opportunities for social acquaintance?
18. What satisfactions, opportunities, advantages, or reward will you derive other than those of a financial nature?
19. Are workers paid by the piece, hour, or day? Do they receive a commission?
20. What pay does overtime work receive?
21. Does the occupation involve profit sharing?
22. Is a bonus paid?
23. Does the occupation carry sick benefits, workmen's compensation, pension?
24. Is the vocation likely to change on account of new inventions, a change in public taste, or modern trends?
25. Can you change to some kindred occupation if necessary? To what would you turn?
26. What social relation to the community does the work have?
27. How much vacation is allowed? Is it with or without pay?
28. How does one get a job in this field?

**Analyze yourself.** After you have studied the vocational world and decided where your interest may lie, analyze yourself with regard to the requirements of the vocation, to see if you can qualify.

In times past, good mental qualities and abilities together

with skill in one's vocation constituted the only qualifications to be considered in getting and keeping a job. At the present time such qualifications as personal appearance, speech, manner, and social abilities have become vital factors in achieving success in the vocational world. This is due, in part, at least, to increased opportunity for self-improvement and the subsequent raising of standards of living in general, together with a fuller realization of the value of personal and social development. The beginner in the business world today has a higher standard set before her than has ever been set before, and the achievement will be correspondingly satisfying.

Fill in the personal analysis chart on page 229, indicating below average by the numeral 1; average by 2; and above average by 3. By means of the information you have gained through your study of the occupational world fill in column two, indicating the degree to which the various qualities, traits, and abilities are required by the vocation you are considering. Fill in the third column, indicating the degree to which you possess the various qualities, traits, and abilities; then fill in the fourth column with plus or minus, plus indicating that your standing is average or above average, minus that your standing is below average.

For example, I am planning to be a nurse. There is an age limit for nurses. Age is important; younger girls are preferred for training; therefore, I shall place a score of 3 opposite "Age" in the second column. When I record my score in the third column I shall put down 3 if I am the age of the average high school graduate; 2 if I am 21 or more; 1 if 30 or more. When checking the fourth column, a + will be used if I meet or exceed the requirement and a - if my score is below the occupational requirement.

Note carefully the abilities or qualities in which you are lacking. Check any of these which are of particular importance with regard to the vocation you are considering. See if there is anything you can do to increase your ability or if you had better consider another vocation. If possible discuss such questions with workers in this vocation.



## PERSONAL ANALYSIS CHART

1 Qualities, Traits, and Abilities	2 Degree Required by Vocation	3 Degree to Which I Possess Ability	4 Plus or Minus
<p>I. Physical qualities</p> <p>A. General qualities</p> <ol style="list-style-type: none"> <li>1. Age</li> <li>2. Height</li> <li>3. Weight</li> <li>4. Build</li> <li>5. Health</li> <li>6. Strength</li> <li>7. Endurance</li> </ol> <p>B. Special abilities and qualities</p> <ol style="list-style-type: none"> <li>1. To walk</li> <li>2. To stand</li> <li>3. To reach or stretch</li> <li>4. To bend</li> <li>5. To move about quietly</li> <li>6. To move quickly</li> </ol> <p>C. Special sense abilities</p> <ol style="list-style-type: none"> <li>1. Hearing</li> <li>2. Sight</li> <li>3. Smell</li> <li>4. Taste</li> <li>5. Touch</li> </ol> <p>II. Mental qualities</p> <p>A. General intelligence</p> <ol style="list-style-type: none"> <li>1. Average</li> <li>2. Above average</li> <li>3. Below average</li> </ol> <p>B. Special mental abilities and traits</p> <ol style="list-style-type: none"> <li>1. To analyze</li> <li>2. To concentrate</li> <li>3. To decide</li> <li>4. To learn</li> </ol>			

1 Qualities, Traits, and Abilities	2 Degree Required by Vocation	3 Degree to Which I Possess Ability	4 Plus or Minus
B. Special mental abilities and traits (Cont.) 5. To memorize 6. Ambition 7. Courage 8. Determination 9. Good judgment 10. Honesty 11. Imagination 12. Initiative 13. Justice 14. Loyalty 15. Optimism 16. Respect 17. Reverence 18. Self-confidence 19. Self-control 20. Sincerity 21. Sympathy 22. Tact 23. Unselfishness			
III. Mental training A. Elementary school B. High school C. College			
IV. Social abilities A. To make friends B. To mix C. To lead others D. To obey orders			
V. Personal appearance A. Face 1. Clean 2. Make-up properly applied 3. Good expression			

1 Qualities, Traits, and Abilities	2 Degree Required by Vocation	3 Degree to Which I Possess Ability	4 Plus or Minus
B. Hair			
1. Properly cut			
2. Shampooed			
3. Neatly arranged			
C. Clothes			
1. Appropriate			
2. Neat			
3. Spotless			
4. Repaired			
D. Good posture			
VI. Speech			
A. Good voice			
B. Good English			
C. Clean speech			
D. Ability to speak in public			
E. Brevity of speech			
VII. Manner			
A. Courteous			
B. Cheerful			
C. Efficient			
D. Pleasing			
E. Poised			
VIII. Working qualities and habits			
A. Accuracy			
B. Capacity for work			
C. Co-operation			
D. Enthusiasm			
E. Desire to serve			
F. Industry			
G. Neatness			
H. Patience			
I. Perseverance			
J. Punctuality			
K. Regularity			
L. Thoroughness			

PERSONAL ANALYSIS CHART

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1. My main interests up to date have been:
    1. \_\_\_\_\_
    2. \_\_\_\_\_
    3. \_\_\_\_\_
    4. \_\_\_\_\_
    5. \_\_\_\_\_
  2. I have had as my hobbies: .
    1. \_\_\_\_\_
    2. \_\_\_\_\_
  3. Do the above bear any relation to each other?
  4. Do they bear any relation to the vocation I am now considering?
  5. According to the above study I think my best occupational possibilities are:
    1. \_\_\_\_\_
    2. \_\_\_\_\_
- 

Make a copy of the Personal Analysis Chart, and ask your teacher or some disinterested person, who knows you well, to fill in column three; and someone who is engaged in the vocation you are considering to check column two; and then complete column four yourself. You will find it interesting to compare column two on this chart with column two on your first chart. Comparing column three of this chart with column three of your first chart will aid you in checking your abilities, will serve as a check on the study you made of the vocational world.

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**Choosing your vocation.** There is only one person who can choose your vocation, who can plan your life work. That person is yourself. Again, the only way it can be done is by familiarizing yourself with the occupational world, with what it offers and what it requires in return; studying yourself to determine your aptitudes and abilities; and then comparing the qualifications that you possess or can acquire with the requirements of the occupation. Remember that the structure of the human brain and nervous system makes it possible to develop and acquire any number of abilities and to learn to do any number of things. This accounts for the fact that students often claim that they do not seem particularly fitted for any one

vocation, but have an interest in several. If this applies to you, consider yourself lucky in that you have a wider range from which to choose; then make your choice and work hard, for this is the only means by which one becomes really proficient in her line.

No one is "born for" or "cut out for" any particular vocation, but merely possesses more pronounced aptitudes and abilities in a certain direction.

After you have made your choice to the best of your ability, obtaining all possible aid, be fearless in your pursuit of it; but keep open-minded, alert, and ready to adjust yourself, for one vocation often leads to another or you may desire to change your goal as opportunity, experience, and taste demand.

**Should married women work outside the home?** Homemaking is itself a vocation and career of the highest importance and satisfaction, and merits professional preparation and a professional attitude. The girl who marries—and 80 per cent do—does well to give full allegiance to the making of a home and the rearing of a family. However, while many women find the business of homemaking an absorbing full-time occupation, others do not, but prefer to leave the housekeeping end of it to paid help while they themselves continue their work in the business world. Often, however, married women who return to the business world do so for financial reasons; but sometimes financial pressure for the wife to earn needs challenging—perhaps the wages of the husband can be raised!

Whether or not a married woman should continue in the business world depends upon the individual and the many conditions and circumstances involved in each individual case. One fact is often overlooked in working out this problem. Married women who work and many business girls who live at home often perform housekeeping duties before and after their working hours. Needless to say, this detracts materially from their success both in the home and in the business world because of the added physical and mental strain and because of their failure to relax or to take time for reading, for the making



of social contacts, for sports, or for other forms of self-development, physical or mental.

To refuse a woman employment because she is married is wrong and is not the policy of the most progressive firms. Women have made much progress in the workaday world.

Another important factor to recognize from the first is that homemaking is itself as productive a vocation as those outside the home. The homemaker's work and management, in combination with her husband's money earning, contribute to the support of the family. But the girl's first responsibility is to find a gainful job and fill it successfully. Then she will wisely measure the life values in marriage, in homemaking, and in parenthood, and their possible place in her life plan. Measure real values as best secured by work and by home life, viewed as possible factors in youth, in middle age, and later in life, and plan to secure life's best values for yourself and for others.

**Other problems you may have to face.** While you will find that most of the pioneer work of opening jobs up to women has been accomplished, you will find also that there still remain certain problems, conditions, and adjustments which must be met before it will be possible for women as a group to develop their vocational capabilities to the fullest extent.

Occasionally you will be forced to meet with and work against an undercurrent of feeling that woman's place is in the home, that for a woman to hold a certain position would decidedly disturb society's sense of the fitness of things, or that woman is man's inferior intellectually, regardless of the psychological proof that men and women are equally endowed. Nor must you fail to be prepared to take up the slogan "equal pay for equal work," or, perhaps, to step aside gracefully when within one notch of the top for the sole reason that that position has traditionally been held by men. Also you will find that although women rather excel in certain occupations, employment is often denied them because of the fact that they may marry and leave the position. Then, too, you will realize

that certain qualities such as woman's cattiness, petty jealousies, and her frequent inability to be a good sport, all stand in the way of her success in reaching her goal. These are your problems. See to it that you face them wisely and that you make the most of the opportunities that are yours in the new economic and social order. After all, there is nothing else you can do, for whether you desire it or not, you will find yourself in the midst of things from which there is no turning back. You owe the giving of your best not only to yourself and to those who have preceded you in the struggle, but to those who are to come after you—their success depends upon you.

### QUESTIONS AND ACTIVITIES

1. List two ways in which you find the occupational world classified.
2. Listed below are reasons which students have given for their vocational choices. Check three which are really good criteria on which to base the choice of a life career.
  - (a) Because I like it.
  - (b) I am interested in it.
  - (c) I have certain abilities to which this vocation seems to be suited.
  - (d) I have had experience.
  - (e) It pays well; it will make me a good livelihood.
  - (f) It has a good future.
  - (g) I have been advised to go into it.
  - (h) My father is in this business as was his father before him.
  - (i) A person whom I admire very much is doing it.
  - (j) My friend is going into this work.
  - (k) I expect to marry and this will contribute to my later home-making.
3. List five occupations, preferably those in which you are interested, and tell what it is about the job that will yield you the most satisfaction.
4. Turn to the paragraph headed, "Things to look for in your study of the vocational field," on p. 226. Give the result of your findings with regard to the work you are most interested in.
5. Study the chart on p. 236; rule up a similar one, insert opposite "Field" your field of interest, as business, art, etc. Opposite "Types of Work" list all occupations included in general training in this field. With the aid of vocational books, check each occupation with regard to each factor.

## FIELD: HOME ECONOMICS

Types of Work in This Field	Tea Room Manager	Interior Decorator	Costume Designer	Teacher	Dieti- tian	Budget Adviser	Demon- strator
1. Educational require- ments	4 years college						
2. Hours daily	8-10						
3. Salary	Varies						
4. Special qualities re- quired by occupations	Good business sense						
5. Particular advantages possessed by occupations	Own boss Meet people						
6. Particular disadvan- tages of occupations	Con- fining						
7. Opportunity for ad- vancement	Estab- lish branches						
8. Supply and demand of workers and occupations	Good manag- ers are few						
9. Duties in brief	Manage and do specific jobs						
10. Special places of training	Any college with good H. E. course						

6. Why is it important to know of other occupations requiring about the same training as the occupation which you are planning to enter?
7. What conscious effort have you put forth up to the present time to determine what your life work will be?
8. What difficulties have you encountered in your attempts thus far?
9. What has been the source of greatest help to you in your attempts to solve this problem?
10. Taking these factors into consideration, outline a plan of procedure for the future to aid you in choosing your vocation.
11. What has confidence or belief in oneself to do with the problem of choosing one's life work?
12. Suggest some ways of developing confidence in oneself which would help in the choosing of one's life work.
13. Read the biography of some particularly successful person and tell what part confidence in self played in the success of this person.
14. Obtain all the information you can regarding city, state, and federal legislation regulating the employment of girls and women.

### **PROBLEM 3. WHAT POINTS ARE TO BE CONSIDERED IN GETTING A JOB?**

**Ways in which one learns of vacancies.** Many schools and colleges maintain a placement bureau, and in many cities there is an employment bureau conducted by the board of education in connection with their vocational guidance department to help students locate vacancies. It is advisable to go to the school placement bureau, because a recommendation from one's school carries weight; the bureau investigates inquiries and does not send applicants to positions which are undesirable in any way; an endeavor is made to place applicants in positions which will suit their abilities and in which they can advance; and the service is free. The government has begun to establish public employment agencies which promise to develop and become important placement agencies.

Learn of vacancies through friends and relatives. There are many advantages in cultivating friendships in one's field of interest, and employers are usually ready to engage a person on the recommendation of a satisfactory employee.

Read the "Help Wanted" advertisements in the daily papers, trade journals, and business and technical magazines, avoiding advertisements offering too unusual salaries or opportunities. From these same sources one may also learn of the formation of a new corporation, or of the reorganization and expansion of others. The information gained may, if followed up, reveal a vacancy.

As a last resort after all other possibilities have been exhausted, an advertisement may be inserted in the "Situation Wanted" columns of the daily paper. But use the utmost care in sifting replies, and be on your guard in contacts that follow.

Visit several firms for whom you would like to work whether you know of a vacancy or not, and ask to be permitted to fill out an application blank. Many good jobs have been unearthed in just this manner; in case of an emergency, one's application at hand may result in being called in for an interview.

Sign up with several employment agencies. This action may save hours of fruitless search, but be sure to choose only the best. There are public employment agencies maintained by the state, by the city, and by various social agencies such as the Y.W.C.A., the Girls' Bureau, and others which render a good service, free of charge; but which offer little or no guidance in the choice of a job. There are also private or commercial employment agencies more or less regulated by law and subject to inspection, which are permitted to make a charge when placement is accomplished. Among private agencies are a minority that operate fraudulently, and occasionally one that consciously or unconsciously is sending girls into immoral surroundings. One needs to know such facts to protect oneself and to help protect other young people. In using employment agencies, one must therefore use judgment in the selection of the agency as well as in the selection of the work offered; in the latter case, one must decide whether or not a placement would be satisfactory to oneself as well as to the employer.

Remember that contacts made with agencies are as important as those made with a prospective employer, for information



and impressions given to the agency are passed on to the employer.

It is hardly necessary to add that promptness in following up a vacancy upon hearing of it is absolutely essential if one is to get the position.

**Getting a position through "pull."** Often one is tempted to envy one's classmate who has been assured a position long before commencement through having an influential relative or friend. Or one is apt to become discouraged when one sees an acquaintance placed in a position she is not particularly fitted to fill, or advanced over a more worthy applicant because of influence.

When studied from all angles, "pull" may not only be found to be unnecessary—many workers have risen to the top without it—but it may operate as a definite handicap at the beginning of the race for success. While "pull" may get one a job or win one advancement, it also creates to a greater or lesser degree an atmosphere of hostility, jealousy, or envy very difficult to work in and very difficult to overcome. Then too, "pull" has a way of vanishing in a most disconcerting fashion through misfortune, death, or business reorganization, leaving one high and dry. If influence helps you get a job, never count on it to hold the job!

Every job, large or small, offers an opportunity to show ability and to make a reputation for oneself from the time of writing the letter of application until one resigns. If lasting success is desired, one must create one's own influence and "pull" by making oneself indispensable. This is the kind of influence that counts, for it means that one's position is dependent upon one's own ability, not on the whims of another. It gives the satisfaction of merited success.

**How to apply for a job.** The method used in applying for a job is governed somewhat by the way in which one learns of the vacancy, or by the employer indicating the manner in which he desires application to be made. Often both a letter of application and a personal interview are required. Application is

made by letter first, unless it is known that applicants are being received and interviewed; if interesting enough, the letter should procure one a personal interview. Application is made by letter if the employer wishes to see one's handwriting or judge one's ability to record thoughts. Sometimes the employer does not want to be bothered by callers until he has made a partial selection from letters of application, which he may desire also for his files. The demand for a letter of application may be an attempt to discourage one. If one lives at a distance, of course, an application or request for an interview is made by letter. It is better never to telephone and ask for an appointment.

**The letter of introduction.** Presenting a letter of introduction may also secure one a personal interview. It should be written preferably by someone rather widely known in the community, by a person known to someone prominent in the firm in which one desires employment, or by someone actually in their employ. The writer may be a relative, friend, instructor, former employer, or member of a competing firm, as long as the person is qualified to speak regarding one's character, standing, and ability. While its object is to get one a personal interview, the letter of introduction has been known to secure one a job where no real opening existed. The strength of the letter of introduction lies in the fact that friendship indicates a similarity of standards and ideals; but one must make sure it contains only that which is entirely true in every respect. One should never "bluff" one's way into a job.

**The letter of application.** The letter of application portrays so much of one's ability and personal qualities that it should be a challenge to put the best effort into every detail.

(a) *The mechanics and tone of the letter of application.* If one's letter is to stand out from the many others sure to be received in the same mail and is to impel the recipient to summon one for a personal interview, it must have a confident, businesslike, and vital tone; for these qualities inspire similar ones in the reader. The letter of application is really a sales

letter in which one attempts to sell one's services. We cannot sell successfully that in which we apparently have no confidence. Second, the mechanics of the letter of application must be perfect. It is written on plain white business paper of good quality with black or blue ink, in one's best handwriting or with the typewriter. Besides observing proper margins and arranging the heading, salutation, body, and ending according to correct business form, the English, spelling, paragraphing, and punctuation must be correct in every detail. There must be no blots, erasures, or crossed out words; and when finished, the letter should be read and re-read, copied and recopied if necessary, folded in the correct manner, and placed in an envelope which matches the paper and which has been correctly and neatly addressed. Even the spacing of the address on the envelope and of the paragraphs upon the page reveals one's sense of art principles and may be used as a basis of evaluation by the employer addressed.

(b) *The contents of the letter of application.* What to say in a letter of application can only be stated in general terms, as it varies with the job and with one's experience. A good rule to follow when writing any letter is to put oneself in the recipient's place and write only the things of interest and importance to him. Avoid stilted hackneyed phrases and do not try to follow a model letter of application. Read several good models in order to become familiar with their businesslike style; but the nature of the job for which one intends to apply, as well as one's training and experience, prohibits any further use of the model letter. Instead, one should assemble the necessary information, state it briefly in a sincere manner, and make of this an opportunity to show and further develop one's ability.

The outline of the letter of application may be somewhat as follows:

(1) Refer to the vacancy and make a definite statement of application for the position.

(2) Tell of your training, listing schools attended, diplomas received, and any special training you have had.

(3) Tell of your experience, if any, listing jobs held, salary received, length of service, and reason for leaving. If inexperienced, say so frankly and add that you have a great desire and willingness to learn. State also any special reason you have for making this particular application and why you think you would succeed if given the job, mentioning any special qualities you may possess.

(4) Give the name, address, and position of references to whom the employer may write or talk concerning your fitness for the position. These should include one character reference, one training reference, and one experience reference, one of which, if possible, is known to the employer.

If you are inexperienced in the work for which you are applying, give as your reference experience the name of a neighbor whose baby you have taken care of or whose dishes you have washed; name any person for whom you have worked, no matter how trivial the job, for all jobs regardless of size involve punctuality, thoroughness, responsibility, and other qualities necessary for success.

Never give the name of a relative or close personal friend who can vouch for you from the standpoint of friendship alone.

Never give a person's name as reference without asking permission to do so, and do not do so unless he signifies a willingness to answer promptly and favorably. The courteous thing to do is to send your references a copy of your letter of application to refresh their minds and prepare them for requests.

(5) Close your letter with a definite request for an interview at the earliest time convenient to your prospective employer.

In applying for a particular position, such items as age, nationality, health, religion, or desired salary may be of importance; in general, however, these are not included in the letter of application, but are covered in filling out the application blank.

After all information of interest and importance in connection with the job for which you intend to apply has been assembled, dress up your outline in good letter form. The references or similar information may be arranged in list form on a separate sheet of paper if this improves the appearance and readability of the letter.

Enclose a copy of any letter of recommendation or school record you possess and an addressed, stamped envelope for a reply.

**The personal interview.** To make the most of the personal interview once attained one must give special attention to the following items:

(a) Promptness. Start early; allow yourself plenty of time for possible delays; never under any circumstances arrive late for your appointment.

(b) Personal Appearance. Be careful with regard to your personal appearance. Applicants for positions are judged frequently by the smallest details, and time and again a person of real ability has been turned away because of such seeming trifles as straggly hair, unshined shoes, spotted garments, wrinkled hose, untrimmed hair, soiled gloves, and improperly manicured nails. Standards of personal appearance exist because an approach to perfection in this regard is within the reach of all. Young people who would succeed must appreciate the value put on good personal appearance by successful adults.

Personal neatness not only indicates one's personal standards but is also an index to one's efficiency. Neatness and precision about one's person carry over into neatness and precision in work and, in fact, into everything one does.

Furthermore, the good personal appearance of employees adds dignity and refinement to a place of business and is a definite business asset; it means actual dollars and cents to the business. That employers recognize this is shown by the fact that many of them regulate the dress of various groups of their employees. Finally, we are lacking in discernment if we fail to realize that the market is full of competent workers and that the one who adds a good personal appearance to working ability increases her possibility of preferment.

(c) Clothes. Your clothes should be conservative, yet smart; inexpensive, businesslike clothes that are inconspicuous are best. The self-confidence and poise arising from the knowledge that one is appropriately dressed will go a long way



toward helping one through the ordeal of the personal interview.

(d) Bearing. One's bearing during the personal interview contributes much toward creating a favorable or unfavorable impression. Upon entering the office, introduce yourself and state your reason for calling. If the employer is busy when you enter the office, say "Good morning" or "Good afternoon" pleasantly, then wait quietly until he is able to give you his attention. Be courteous in such details as standing until asked to be seated; stand or sit in an easy, natural, but not slouched position. Sit quietly, display no nervous mannerisms, do not fuss with anything about your person, or chew gum. Permit your interviewer to take the lead in the conversation and do not interrupt him at any time.

(e) Manner. Never try to make an impression; poise and simplicity of manner make a far greater appeal to the seasoned business man. Be frank, open, and honest. Listen to questions carefully and answer them in a straightforward manner. Do not mask shyness with a careless, swaggering manner.

(f) Attitude. Attitude is important. Often because of eagerness to obtain a job there creeps into the attitude of the applicant that which does not help her cause. Fix firmly in mind the fact that you are not asking a favor but that you have something to give in return for something you want. Go with the attitude of a salesman who has confidence engendered by the conviction that you are not asking for a job beyond your ability. Show that you are interested in the work itself, not merely in earning money.

(g) What to say. When you are called for your interview, wait for the employer to speak first. If he says merely, "What can I do for you?" state simply that you have come to apply for the position which you saw advertised or which you heard of through a friend. If you are merely trying to unearth a position with a firm with which you would like to work, let your interviewer know this and say that you have come to apply for a position, and would like to inquire if there is any opening

for which you might be considered. Be prepared to answer questions briefly, frankly, to the point, and without hesitation. Having certain points assembled in your mind will enable you to answer promptly and with a confidence which conveys a good impression. These points include the ones already mentioned in the letter of application and those which appear in the application blank.

Some employers prefer inexperienced workers on the score that they are more easily broken in to the firm's way of doing things. With those who prefer to employ seasoned workers, however, the lack of experience presents the most difficult phase of the interview. Therefore, when the question of experience comes up, ask to be given an opportunity to prove your ability in some test such as a bit of dictation or filing, and assure your interviewer that you feel certain you will be able to measure up to his requirements of good and efficient work.

Applicants should give the matter of salary some thought before applying for a job, and should decide on a satisfactory range, but should let their prospective employers introduce the question. If you are asked to state the salary you desire, you might say simply that you are willing to let the matter of salary rest with him. Convince him that your first interest and concern is in the work. If the salary offered is less than you had anticipated, the inexperienced person would do well to consider what advantage other than salary the job offers before refusing it.

Near the end of the interview clear up any questions you have regarding the demands of the position and its possible future, remembering that intelligent questions are as important as intelligent answers.

(h) Terminating the interview. Let your would-be employer terminate the interview. Thank him for it whether you secure the job or not. Do not attempt to shake hands. If the employer does not seem to want to make a decision immediately, do not force the issue but be glad to leave it open so that you may reopen it if you desire to do so; try not to show your

disappointment, remembering a good loser may find that an opening waits for him later.

## TYPICAL APPLICATION BLANK

Place:

Date:

Name..... Position desired..... Salary desired....  
 Address..... Phone.... In emergency notify.....  
 Rooming.... Housekeeping.... Living with parents.... Relatives...  
 Friends..... Married..... Single..... Widowed..... Divorced....  
 Separated.... Number of dependents.... Nationality....Citizen....  
 Alien..... Age..... Height..... Weight..... Complexion.....  
 Color hair.... Color eyes.... General health.... Days ill last year...  
 Physical defects..... Languages spoken.....  
 What is your hobby?..... Were you ever employed by this  
 company?..... When?..... Capacity.....  
 Have you any relatives employed by this company?.....  
 Who? .....  
 Do you know anyone else in the employ of this company?.....  
 Who? .....

EDUCATION	DATES	GRADUATED		MAJOR INTEREST
	ATTENDED	NO	YES	
Grade school				
High school				
Advanced education				
Special education				

What books have you read recently?.....  
 What newspapers and magazines do you read regularly?.....  
 .....  
 Church affiliation.....

## EXPERIENCE

Company	Address	Position	Dates	Salary	Reason for Leaving

What led you to make application to this company?.....  
 .....  
 List your special qualifications for the job for which you are applying .....

What other position do you feel you can fill in case there is not an opening in the one for which you are applying?.....  
 When would you be available?.....

## REFERENCES

(List at least three)

Name	Address	Position	Firm

This company requests that all new employees be given a physical examination by its Health Department. Will you comply with this request? .....  
 All employees of this company are expected to become members of its Mutual Benefit Association. Do you feel that you care to do this? .....

**The application blank.** The novelty of the application blank may wear off but its importance should never be underestimated. It is filed as a record of information if one is hired, or for future use in case a vacancy occurs later. At all times, it bears eloquent testimony to one's ability, character, and personal qualities. Do not decide that an item of information called for is of no consequence, answering it carelessly or not at all. Be sure to employ your best penmanship; be neat and concise so that your answers may fit the space allowed for them, and above all be accurate. Examine the application blank on page 246. Determine the purpose of the several questions asked, and see if you can answer them all.

**Acceptance of a position.** One's acceptance or refusal of a job may be made by letter or verbally, depending upon circumstances. It must be made promptly, and should be accompanied by a statement of your appreciation for the consideration you have received, and, in case you accept, the assurance that you will do your best at all times. Work should not be undertaken with the idea that you intend to keep it only until another opening occurs.

**Tests and various rating schemes are employed by many firms.** Many firms require applicants to take a physical examination, presumably for the protection of both the employee and the employer, and as one more means of securing proper placement.

Many firms are making use of psychological tests as an aid to proper placement. These should not alarm the applicant for they are very similar to the psychological tests required of high school and college students. If you are worried about such a test, go to a library and look up psychological tests used by organizations similar to the one with which you seek employment, and familiarize yourself with them.

Firms and employers differ greatly in their demands and, consequently, in their methods of rating employees. Acquaint yourself with those of your firm, if possible, or look up similar ones at the library.

#### QUESTIONS AND ACTIVITIES

1. Does your school maintain a placement bureau? Does your Board of Education?
2. Should one exercise caution in answering advertisements? Give an example.
3. Copy from a business or technical magazine an advertisement which interests you, together with the title and issue of the magazine.
4. Name and locate several good employment agencies to be found in your community.
5. Of what importance is self-confidence in getting a job?
6. Write a letter of application in reply to the advertisement obtained in answer to question 3.
7. Demonstrate with another member of the class a personal interview.
8. Recall and be prepared to relate to the class any interesting experience you have had in applying for a position.
9. Discuss items found on rating cards.

#### PROBLEM 4. WHAT ARE THE IMPORTANT FACTORS IN HOLDING A POSITION?

**How to succeed in your position.** Success in your position is assured if you do the work it involves as you would



want it done if you owned the business or were paying someone to do the work. To do this :

1. Guard your health, for in the business world nothing short of positive health or a condition that permits optimum efficiency, suffices.
2. Be prompt about office and lunch hours. Do not watch the clock but show a willingness to finish the work in hand before leaving. Scorn to ask special favors or special consideration.
3. Adapt yourself to your environment. Refrain from trying to introduce any new methods until you have proved yourself.
4. Begin with a determination to master the job and do not be content until you have mastered every phase of it. Don't shrink from responsibility, but seize every opportunity for growth. Profit by your errors and do not offer excuses for them. Take workmanlike pride in a good task well done.
5. Be alert and ready for any task. Develop initiative; try to anticipate what needs to be done; and do not wait to be told everything. Do not worry lest your employer does not know what kind of work you are doing. He is in a position to know more about that than you are.
6. Develop the habit of paying close attention to explanations and instructions so that you may not have to bother your employer with petty questions. Train your mind to accuracy and dependability. Use your common sense and strive to develop good judgment.
7. Remember that not only all of your time and energy during office hours belong to your employer but also complete loyalty at all times. If you cannot retain information of your firm's confidential affairs; if you do not believe in the thing you are doing; if you are not willing to contribute more than your pay envelope's worth of work; if you are not willing to help your employer increase his profits; in short, if you cannot give your best service, get another job.
8. Maintain the right attitude among your fellow workers by being reserved, yet showing a friendly, agreeable, and even disposition. Show a willingness to receive suggestions, to give help, and to work with others. Avoid gossip, office intrigue, risqué stories, and arguments over such questions as politics and religion.

9. Exercise each day the same care with regard to your personal appearance and manner that you did on the day of your personal interview.
10. Never permit your interest in your work to lag but stimulate it by learning more about the business.
11. Make proper use of your leisure time. Leisure may mean relaxation and release from the strain of the day's work, pleasure, or an opportunity to plan and prepare for the job ahead. The right use of leisure involves a wholesome mixture of the above, for it should afford one some pleasure, some relaxation, and certainly a portion should be used with an eye to the future and to one's advancement.

**Learn the rules or ethics of the game.** Wherever you find a group of persons, young or old, associated together in either work or play you find their actions and their conduct toward each other governed by certain rules. Thus professional groups, such as doctors, lawyers, or teachers, have set up standards to be followed by members of their respective groups. Violation of these standards is considered unethical. All sports—tennis, baseball, and the like—have rules to which each player must adhere. Any person who violates these rules is said to be unsportsmanlike. Therefore, the minute we become members of a group, it is our duty to learn the rules or ethics governing that group and the sooner we do so, the sooner success within this group is ours.

It is necessary that boys and girls of today adhere even more closely to the ethics of their group because of the many adjustments made imperative by our changing economic and social order. In the last few years, as never before, it has been shown conclusively that lasting success in any endeavor comes only through rendering honest service and developing enough strength of character to refuse to profit personally at the cost of any or all of our own group or another, even though others appear to be doing so successfully. Also we must be ready occasionally to give of our own time, energy, or substance, at a loss to ourselves, for the common good of the group.

All rules or codes of ethics have as their basic root the Golden Rule: "Do unto others as you would have others do unto you." Success is assured to one who adopts this as her life's ideal, and never at any time will she be at a loss as to what is the right thing to do.

**Ethics applied to school and business.** Success not only in school and in one's job but in life would be assured if one lived up to the following creed formulated by Dr. Benjamin R. Andrews of Teachers College, Columbia University.

#### A BUSINESS CREED FOR SCHOOL AND COLLEGE GIRLS

1. I believe that the cost of my education is part of my personal capital. It must be so invested as to produce increased capacity for service as well as greater personal satisfaction.
2. I recognize time as the business resource entirely within my control and I will so plan its use as to make reasonable allowance of hours for study or work, for recreation, for reading, for friends and social life, and for rest and sleep.
3. I will keep fit by health-habits of eating, sleeping, bathing, etc., and by mixing recreation and work.
4. I will broaden my mind by worth-while friendships and by reading, conversation, and reflection upon interests outside my immediate studies or vocation.
5. I will use money carefully since I am responsible for money entrusted to me, and for the effect of my expenditures upon standards of dress, recreation, and personal ideals.
6. I recognize that spending money with intelligence may be a means of increasing my personal capacities, and I will therefore, while forming my standards of life, plan my money relations in terms of earning or receiving an allowance, saving, spending, and giving.
7. I will save a part of all money earned or received as a reserve fund for emergencies and for my further education or my start in life. In acquiring personal property, as books, pictures, rugs, furniture, I will select them for permanent worth and will conserve them as personal capital and as a part of my permanent living equipment.
8. I will consider earning money during part of my summer

vacation or, if that is not feasible, will render productive economic service in my parents' home or elsewhere.

9. I will plan somewhat in detail the use of my personal allowance and keep an approximate record of my expenditures in order to secure the best possible use of my resources.
10. I will plan my clothing wardrobe as the largest expenditure for which I am personally responsible, taking account of the amount of money available for clothing in my family and of my proportionate share; planning ahead as to the use of garments this year and next and making my choices so as to secure satisfactory and enduring fabrics and avoid wasteful extremes while securing pleasing costumes.
11. I will give generously to agencies for the social good, particularly those that work to lessen causes of distress or which in giving relief help people to help themselves.
12. I recognize that the business of living concerns also my personal ideals and community relationships and that any person who has received educational advantages owes it to the community to take a share in political government, and in the organizations of religion, of public opinion, and of social service and progress.
13. I accept the view that the modern woman equally with the modern man owes the world a life of useful services, and that accidental endowment by family wealth does not excuse the individual from responsibility for producing at least an equivalent of what he or she consumes.
14. I believe in every woman being able to support herself and those dependent upon her by remunerated employment. I will therefore give thought as to the vocation or profession which I can most usefully follow, and will in due time make thorough preparation for it, adding vocational training for some specific service to my cultural and academic education.
15. I will make my place of residence and occupation a matter of definite choice, taking into account opportunities and needs in smaller and larger places, and in various parts of the United States, and in countries overseas.
16. I will play fair in all my money relations, when I undertake remunerative position, rendering full service for compensation received and trying to increase my earnings by increasing my efficiency; paying out of my income as may be suitable my

share of the cost of living in my parents' home ; or, if needed, making return for my education ; if I have had more parental assistance than my brothers and sisters, I will endeavor to equalize our shares. I will honorably carry out contracts, and will pay debts promptly.

17. If I later have a home of my own, I will support it by trained managerial skill, by skillful housework, intelligent marketing, thrifty care of money, and by devoted homemaking in equal partnership with the one who shall earn the money income for its support.
18. I believe that while every woman should be able to care for herself in some outside gainful employment, homemaking is the natural vocation for woman just as earning money income for a home is the natural vocation for man. I believe that, for the woman who marries, woman can make her best contribution to her family's support by skillful management and personal service within the home rather than by trying to continue outside gainful employment after marriage. At the same time, for the married woman who chooses to do so, I believe in her right to follow an outside vocation, subject to reasonable arrangements for the personal welfare of her family.
19. Finally, I believe in the economics of the here and now and while giving reasonable heed to my economic future, pledge myself wholeheartedly to make the most of present student days as the best preparation for the economic responsibilities of tomorrow.

**Consideration for others is essential to success.** Consideration for others is the basic principle underlying all true courtesy, all rules of etiquette. Courtesy acts as a lubricant in the busy grind of the workaday world and is most essential to one's success. Specific rules of etiquette which make for the success of the business girl are given at length elsewhere in this book.

**Personal appearance and habits which have to do with success in the business world.** *Dress.* Woman's dress has undergone many and varied changes since her entry into the business world. Happily most of these have been for the better. The foremost requisites for a business dress are that it



be appropriate and good-looking but entirely inconspicuous. The use of uniforms in certain business and professional positions emphasizes the importance of these particular qualities in dress and, in addition, proves that correct dress actually increases one's efficiency. Take the uniform of a nurse, for example. It is white, neat, and trim, and so adds to the dignity of the place in which she works; it is washable, therefore sanitary; it permits ease of movement so necessary in the work of a nurse; it is easy to adjust and stays adjusted, permitting her to forget her clothes and to concentrate upon her work. Business men recognize the fact that correct dress of their employees lends tone and dignity to their place of business and inspires confidence in their firm; consequently, they frequently regulate the costume of their clerks, elevator operators, and others. All of us have at one time or another experienced a feeling of well-being and self-confidence which has come from the knowledge that we are correctly dressed, whether for business or social occasions.

*Shoes.* Shoes should be of attractive yet common-sense lines, capable of being worn all day in perfect comfort without affecting one's disposition or efficiency.

*Make-up.* Make-up properly used is inconspicuous. Cosmetics should be used if necessary, but as little as possible on work days. Employers have complained that girls lose fifteen to twenty minutes two or three times a day applying their make-up. This is a serious charge and one which girls would do well to handle themselves. The gum-chewing typist, powdering her nose at her desk, has furnished material for the cartoonist's pen long enough. Powdering one's nose in public is now considered on a par with manicuring one's nails or brushing one's teeth in public, while gum chewing thrives only among the cheapest type of business and school girls.

*Hands.* Well-cared-for hands and properly manicured nails are a decided asset. Overmanicured and tinted nails are conspicuous and in very poor taste.

*Odors.* Whether from cheap perfume, garlic or onions, neg-

lect of the daily bath, soiled clothing, digestive disturbances, or chemical or other causes, odors are inexcusable and not tolerated in these fastidious days.

*Bad habits.* Slapping a fellow worker on the back, nudging or placing one's hands on her, or bending near enough to breathe in her face are all offensive habits to be avoided.

*Voice.* Cultivate an attractive, pleasing, well modulated voice. What one says is one thing, but the way in which it is said may make it quite another.

Laughter is indicative of personality. Compare the agreeable laugh of some well-bred person of your acquaintance with the strident noisy guffaw of an ill-bred person.

*Speech.* Avoid the vulgarity of catch words, the vernacular of the street, and profanity. Besides indicating coarseness they limit and impoverish one's vocabulary. A few phrases are perhaps cleverer and more apt in meaning than the corresponding conventional phrases, but learn to distinguish these from hackneyed phrases and catchwords rendered meaningless through overuse.

*Neatness.* Tidiness about one's desk, room, or corner in which one works is eloquent of one's capabilities and personality.

**What is meant by success?** What a savor of romance our newspapers lend to the world with their frequent accounts of persons who apparently spring into fame overnight. We find ourselves thinking of success as a reward to be ours at some vague future time, with nothing much we can do about it at the present time. Instead, we should think of success as the result of having done our work each day to the best of our ability, and proceed to enjoy to the full the pleasure, satisfaction, self-confidence, and real ability which we will be able to realize is ours as a result. This is of vital importance, for any success, be it fame or fortune, in later life is dependent upon habits formed now. Youth is a time of plasticity and growth. As long as a living thing is a growing thing it may be trained to grow in any direction desired. A young sapling

may be trained to grow in the form of a letter S, but the full grown oak stands straight and tall and is almost past training, by any means, to do otherwise. By the time you are through high school you will have gone a long way toward attaining your growth, and change or training will make little impression on you; you will have a tendency, like the oak, to remain as you are. The girl who has treated school as a business and has learned to "click on the job" has nothing to fear when she takes her place in the business world. We must not think of school as a training or preparation for life, but as life itself; for the way in which we are in the habit of reacting to situations, the thoroughness with which we prepare our lessons, the conscientiousness with which we take the customary "next ten pages" in history when the assignment has been forgotten, the promptness and regularity with which we perform our daily tasks in school, all will be precisely the ways in which we will react to situations when we have finished school; our habits of reacting to situations will have been formed and set.

True, you may say, "Oh, I hate school but I love nursing. I will be different then." You will find this is as impossible as for the oak grown in a letter S to be a straight oak. For a year or two all may be well in your vocation, but by that time the novelty of the job, of earning, of being on your own, and all the rest will have worn off and your superiors will notice a slumping, a lapsing into old habits; and soon your work in nursing will be no different in quality from the work you did in school. You are merely reacting in your habitual way.

"Habit is a cable, we weave a thread of it each day  
and it becomes so strong we cannot break it." <sup>2</sup>

The real value of high school is not the quantity of theories and facts you are going to carry away in your head but the power of concentration, resourcefulness, responsibility, stick-to-it-iveness, and the like, gained in the execution of your duties while there. It is to this end that your school paper, your glee

<sup>2</sup> From the works of Horace Mann, published by Lothrop, Lee and Shepard Company.

club, the senior play, and all the extra-curricular activities have been instituted in addition to your academic duties. Stop thinking of school as something the law compels you to attend, or as a place in which to mark time until you are old enough to go to work. Instead, think of it as your one and only big opportunity to make certain your success at that job which is to be yours when you are through school.

Studying the biography of successful people will be a definite aid to you in your effort to attain success, especially if you are willing to profit by their experiences.

**Promotions and salary raises.** Records in every high school show that many students are content to get by with just barely meeting requirements instead of working full capacity. In the workaday world these same persons form a group of easily satisfied persons content to jog along in the same rut day after day. One must have a real desire or ambition to get ahead and must make definite plans to advance, such as :

1. Be conscientious and do your work so well that it cannot fail to attract the attention of those in charge.
2. Procure all the training and experience possible for the next higher position.
3. Make it apparent that increased responsibility given you will be of benefit to the firm also.
4. Be on the alert for an opportunity to step up.

Not much is to be said regarding salary raises, for as a rule worthwhile firms handle this question to the satisfaction of all concerned by maintaining definite salary schedules, a merit system, or some such method of raising salaries. If yours is one of the firms, however, which waits for the employee to ask for a raise, do so in a straightforward businesslike fashion, making sure first that you are earning more than you are now getting. Never state as your only reason for wanting a raise that you need it.

**What about changing one's job?** Frequent changing of one's job results in waste of time, effort, and income. Reasons

so often given for changing jobs such as, "Don't like it," "Am tired of it," "Am not getting anywhere," "It's too monotonous," or "It's getting on my nerves," resolve themselves into pique, imagined boredom, loss of interest, or the need of a vacation. Early in his career the drifter discovers that he has gained little financially, and has lost decidedly in reputation as a desirable employee.

It is true that tastes grow with experience and advancing years, and that people show new capacities, in which case an adjustment cannot be made too quickly.

Your job will take up most of your time, thought, and attention, just as school has done. You have noticed that students who were not happy in school usually did not do good work. Similarly, a happy adjustment in the working world is necessary for success in one's work. So literally does one's work constitute one's life—so few hours of the twenty-four remain in which to follow one's hobby—that it is most unfortunate for the job and for the worker if he is not happy in it.

Changing jobs is not disgraceful, nor is one's present experience altogether wasted.

It is quite possible to remain in one's position too long, especially if the job opens up no new possibilities, or if one develops a fear of change through a loss of self-confidence, or has so great a feeling of security that one does not do one's best. A number of changes in the first half of one's career are often profitable but later are of less advantage.

Never leave your job without giving your employer due notice and talking the matter over with him in a businesslike fashion, regardless of the reason for your leaving. Everyone admires ambition, and your employer can and generally will aid you. To have his backing is important. Also, a frank talk of this sort might unearth something better with your present firm. Never under any circumstances leave in a huff; guard your work record jealously; it has a way of turning up at unexpected times and places.



## QUESTIONS AND ACTIVITIES

1. Should school be considered as a job one must do or as a business with a product of importance to the students? Why?
2. Do you think the majority of students so consider it? Why?
3. Why is success in later life dependent upon habits formed now?
4. Professor James, the famous psychologist, gives us the following rules for forming habits:
  - (a) Launch yourself with as strong and decided initiative as possible.
  - (b) Never suffer an exception to occur till the new habit is securely rooted in your life.
  - (c) Seize the very first opportunity to act on every resolution you make or every emotional prompting you may experience in the direction of the habits you aspire to gain.
  - (d) Keep the faculty of effort alive by a little gratuitous exercise each day.

Select some personal quality you deem necessary to success in the business world, which you would like to acquire or make habitual, and suggest specific ways each of the above rules may be employed to aid you in making this quality habitual.

5. Would it be possible to break a bad habit by these same rules? Give an example.
6. Are most of the activities of everyday life habitual? What are the advantages derived from this fact? May they as easily be good habits or the right way of doing things as the wrong way?
7. Which type of worker usually wins: the one who keeps steadily plugging along at his best or the one who speeds by fits and starts, and loafs the rest of the time?
8. Do all jobs get monotonous after a time, for a time? Does this mean we are square pegs in round holes? What is the cause? What is the remedy?
9. What has an employer a right to look for in an employee?
10. What has an employee a right to look for in an employer?
11. Read two autobiographies. Hand in a 150-word essay on each, telling what obstacles were overcome and how success was obtained.
12. Read *A Message to Garcia* by Elbert Hubbard. Tell the story in your own words and explain what connection it has with this problem of success in one's job.
13. Relate some experience in which you consider you "carried a message to Garcia." Have you had such an opportunity today?

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Courtesy The Cleveland Museum of Art

"The Blue Feather" by William J. Edmondson.

"A penny saved is a penny earned." To this end, exercise wise choice, proper care, industry, and thrift.

## Unit Nine

### EARNING AND SPENDING

He will always be a slave, who does not know how to live upon a little.  
—Horace, Epistles.

#### PROBLEM 1. WHAT IS MEANT BY STANDARDS OF LIVING?

What is meant by standards of living? Standards of living have been defined as “those rules or principles which guide our motives and direct our activities.”<sup>1</sup> The difference between the successful person and one who never seems to amount to anything in particular lies in the fact that the one has recognized these standards of living, has consciously defined them, and has adopted them as guiding factors in her actions, while the other has done none of these things.

In our study of personal regimen we consider various rules and principles with regard to:

Personal appearance.	Education.
Clothing.	Social relations.
Food.	Vocation.
Health.	Use of leisure time.

We have seen that the degree to which we have permitted these rules or principles, these ideas and ideals, to influence our motives and activities is the degree to which our standards of living have been affected.

There are two additional factors which must be considered in connection with standards of living: (1) income, and (2) skill in the handling of one's income. Some persons have the erroneous idea that our standards of living are wholly depend-

<sup>1</sup> B. M. Terrill, *Household Management*. American School of Home Economics, publishers.



ent upon our income or material wealth. We know that the standards of good appearance, health, and of education may be found in as high degree in the modest home as in the mansion. It is possible that these may be found in an even higher degree in the home of limited income. True, the economist, who considers money and commodities as a means of satisfying our needs and wants, defines standards of living as those commodities and services which one is accustomed to enjoy. He classifies standards of living wholly from the standpoint of income and material wealth, and as of four levels: First, the existence level at which income may have to be supplemented in part, or even wholly, by poor relief; second, the tolerable-living level where only the necessities of food, clothing and shelter, and a minimum of health, recreation, and other personal needs are met; third, the comfort level which provides more and better satisfaction of all these needs, which meets the requirements regarded by the group as essential, which provides for the refinements as well as the necessities of life, and which also provides adequate savings and security for a "rainy day." The fourth level is that of well-to-do living, ascending into the luxury level which relatively few attain.

One can easily see that these terms are only relative, for what one person is accustomed to enjoy as a comfort, another considers a necessity, and vice versa. Then, too, standards vary as time passes; for example, a relatively short time ago bathrooms were found only in the homes of those in the luxury and comfort levels, just as is air conditioning today. It is claimed that the standards of living of the American people are higher than those of any other nation—and they are, as regards material comforts; but one must take account also of psychological factors such as attitudes and personal relationships that enter into our standards and modify the measure of contentment resulting from them.

**True and false standards of living.** Each level of existence mentioned in the preceding paragraph rather tends to set the pace for the level below. Failure to scale one's living

standards to fit one's income often causes great distress. It makes one realize that standards of living may be classified simply as true and false. To illustrate this, let us consider family life rather than the life of the individual. Statistics show fewer and later marriages at the present time than formerly. One of the principal causes of this is that the average young couple are unwilling to start housekeeping on a modest scale and build up, but demand that their new home begin at least where their parental homes left off. They must have a radio, an automobile, and ample wardrobes. They must belong to a club or two. They must have the last word in modern furniture, together with the privilege of discarding it as soon as a new fad in furniture appears. No business, least of all the business of homemaking, can be built on such unsound principles. No factory starts with deluxe office equipment, delivery trucks, and the like, but acquires them gradually as the profits and success of the business permit.

False standards appear in other ways. Many young couples have no thought of owning their own homes. They seem to think it is asking too much of them to expect them to mow their own lawns, to attend to their own furnaces, and to clean their own sidewalks. They prefer a lap-dog existence; consequently, they rent a small apartment for fifty, eighty, or even one hundred fifty dollars per month and decide to give up children, pets, and the fun of planning a garden here, an arbor or flower beds there, in return for janitor and elevator service. Needless to say, the least wind of adversity destroys a home built on so insecure a foundation and often drives its occupants to the extremity of living with the parents of one or the other.

It is true that some large cities do not provide opportunity for everyone to own his own home; but we must learn to plan our cities for homes. Other circumstances also, such as the kind and hours of employment, make the apartment a more practical home for some; yet many families might own their own homes who do not do so. Aside from the inferred bene-

fits to the individual, we must remember that a nation of home owners is a nation that will lead all others. There are many reasons for this. It is human nature to take care of and improve what is one's own. Then, too, there would be no lack of civic interest in a community of home owners; for it is impossible to run a private business of homemaking in a home owned by oneself without taking active part in community housekeeping. That Uncle Sam recognizes this fact is illustrated by the recent national housing legislation with its better housing program, designed for property owners in general and home owners in particular.

It seems that one false standard begets another. Soon, couples of the type under discussion discover that the rooms in their apartments are so small or the noise above so great as to sanction a round of movies, night clubs, and other forms of commercial pleasures. Their continual financial struggle makes them realize that they have turned the world into a veritable nickelodeon and that they must pay for every little pleasure. They complain bitterly of commercialism, forgetting that it is only the outgrowth of their own demands. They become harassed by a restlessness and a dissatisfaction, for, like children, they are unable to derive maximum pleasure from ready-made toys and they realize they have lost the art of entertaining themselves. Do you think it important that one make one's standards of living conscious? Do you think there is any need that intelligent thought be given the problem as to what constitutes the proper use of leisure time? Is it important to be able to spend one's resources of time and money wisely?

But, you may ask, what has this survey of the problems of family life to do with the individual girl? Just this: When you start on your business career, do not pattern your life after that of the senior clerk who has worked for years, has a reserve built up, and is at a place where she may enjoy some of the things she was unable to have at the beginning of her career. Neither should you try to keep pace with the girl who, although working, depends upon her parents for support while

frittering away her own income. Rather, take pride in developing true standards of living by living within your income, forcing it to supply first your needs and then your desires, while building up financial reserves. In order to do this, learn to distinguish between needs and wants. Learn the true meaning of extravagance and economy, and that true economy does not mean "going without" but "wise use."

**Develop skill in handling your income.** It is less within your power at the present time than ever before to say what your income shall be. It is, however, entirely within your province to say what shall become of your income. This is by far the most important question you face when starting upon your career, and it is your business to determine what makes for skill in handling your income. It is not putting it too strongly, in these days of our struggle up from economic depression, to say that if all who have an income were endowed with and used maximum skill in handling it, prosperity would be restored much more rapidly. The prosperity of a nation depends upon the prosperity of each of its citizens. Safe and lasting prosperity is of slow growth. It is a matter of steady and regular accumulation over a more or less lengthy period of time. Therefore, on the day your income begins you should start to follow a definite plan of handling it. This is imperative, regardless of its size, for "the things we want to get from our money resources are always so many more than our resources allow, that only deliberate decision in advance will insure our getting what we need and want most." <sup>2</sup>

### QUESTIONS AND ACTIVITIES

1. The aim of personal regimen is to develop standards of living and appreciation of the value of personal and social development. Give some examples to show how your standards of living have been affected by your work in personal regimen thus far. If your standards have not been affected, account for the fact.
2. List all the things you can think of which influence one's standards of living.

<sup>2</sup> From Isabel Ely Lord, *Getting Your Money's Worth*, p. 2. By permission of Harcourt, Brace & Company, publishers.

3. Why does failure to scale one's standards of living to fit one's income cause distress?
4. Tell of some of the efforts which have been made in your city to improve standards of living.
5. Mention some things you might do to better the standards of living in your home.
6. Discuss: The standards of living of the American people are said to be higher than those of any other people. Is this a thing of which to be proud? Does it make for the good of the individual; of the nation? Where may it lead?
7. Of what do true standards of living from a financial standpoint consist?

## PROBLEM 2. WHAT HAS BUDGETING TO DO WITH EARNING AND SPENDING?

**The problem.** In order to develop a plan for and skill in handling your income, let us suppose you have accepted a job in a distant city as stenographer, at a salary of \$65.00 a month. As you pack and plan, such thoughts as these may run through your mind:

"Sixty-five dollars and all mine! But am I sure I am going to be able to live, especially away from home, on \$65.00 a month? I wonder if I will be able to save any money. Should I be able to save any money? Since I am starting my business career, I would like to be systematic and businesslike in my affairs. Budgets are said to help one get the most possible out of her money. Perhaps I had better plan one. Mary Blake graduated two years ahead of me and has worked steadily since, getting \$70.00 a month which means \$840.00 for the year or \$1,680 for the two years! What has she done with it all? Only yesterday I heard her say she hadn't saved a penny!"

**How a budget will help answer such questions.** A budget is a detailed plan of spending money, time—in fact anything. When you want to make sure a given portion of anything will stretch—for example, in dividing a pie—you count noses and cut the pie so as to be sure everyone will obtain a



piece. So if you want to live, save, and have a vacation on your \$65.00 a month, you will have to count noses and divide your \$65.00 accordingly.

**How to count noses.** A personal expense account is the best aid; the noses are all there, itemized. The keeping of a personal expense account should, if possible, precede the making of a budget; but since most of you have not kept such an account during your school days, you will figure up as accurately as possible what you cost your parents per year by filling in the following form. Until you know what items of expenditure are involved and about what it costs for you to live, you have no way of knowing whether or not you can live on what you are going to earn. Add to, or otherwise improve, this form and get your parents to help in estimating all costs. Be as accurate as possible. Your figures will be inaccurate at best, but they will serve as a starting point from which to estimate your budget of living costs when you go to work.

You may find that the total cost of maintaining your home divided by the number in your family amounts to more than a person just starting out in life would be able to pay. This will mean you must plan your living arrangements on a more modest scale than you have enjoyed at home.

No doubt you will be surprised at the total spent for this item or that, or perhaps at your total cost for the year. This emphasizes the importance of keeping a personal expense account; for unless you keep account of the money you spend, the little spent here and the bit spent there day after day soon amount to a tidy sum. The fairness of your figures may be checked in a small measure by attention to the following:

1. Consider your family's whole income to see if your figures are in correct proportion to the demands of the rest of the family and to see if your parents could have spent this much on you.
2. Compare your figures with the class average.
3. The United States government allows a \$400.00 exemption for each child in a family in calculating income tax. Is your cost more or less than this amount set by Uncle Sam?

## WHAT I COST PER YEAR

Items (Add others if necessary)	How Calculated (Suggest other ways)	My Cost	Class Average
1. Food	Total grocery bill per month times twelve, divided by number in family.		
2. School lunches	Number of school days in each term times average amount spent each day.		
3. Shelter	Total rent per month times twelve, divided by number in family. (If own home, figure taxes, insurance, and repairs.)		
4. Clothing	Take an inventory of cost of items in your wardrobe bought this year, and estimate the clothing you expect to purchase the rest of the year.		
5. Laundry	Laundry bill per month times twelve, divided by number in family.		
6. Education	High school expenses (already figured—see question 7, Unit 8).		
7. Advancement	Music lessons, lectures, concerts, books, magazines.		
8. Personal grooming	Toilet articles, beauty parlor, cosmetics.		
9. Doctor	All medical attention and drugs.		
10. Dentist	All dental work.		
11. Recreation	Movies, ball games, sodas, summer vacations, etc.		
12. Benevolence	Church, community fund, and other donations.		
13. Gifts	Christmas, birthday, etc.		
14. Stationery and stamps	Estimate correspondence.		
15. Insurance	Life insurance carried for you figured for the year.		
16. Transportation	School carfare. Also carfare spent on Saturdays and Sundays and during vacation.		
TOTALS			

## PERSONAL BUDGET

\$65.00

\$10.00

\$10.00

[illegible]







1. The budget figures are to be placed in the column headed "Estimates for the Month" and extending across the sheet.
2. Above "Salary" in the "Income" group fill in your monthly salary, \$65.00. Above "Miscellaneous" place the total of any money received during the month other than your salary.
3. According to the budget on page 273 a person earning \$65.00 per month should be able to save \$7.00 per month. Write this amount in above "Savings Account."

Statistics show that a large per cent of all adults are dependent upon someone for their support at age 60, owing in part to misfortune but mostly to failure to make systematic saving a habit. If you plan to spend for your needs and wants and save only what is left, the chances for saving are very poor. Instead, decide on a definite amount to be laid by each month as savings and adjust your living expenses accordingly. We should save not only for old age but for sickness, unemployment, emergencies of all sorts, and as a means of getting ahead. A savings account also gives us a sense of independence, of security, and of satisfaction.

"Investments" and "Life Insurance" are other forms of saving which will be considered later.

4. "Room rent" and "Carfare" are grouped under "Shelter" in the Personal Budget. In the budget quoted, shelter and food are grouped together, as room and two meals, and allowed \$30.00 out of the \$65.00 with \$6.00 extra for luncheons. This is because you may choose to rent a room in a suburb on account of the modern homes to be found there, the fresh air, and perhaps the lower rent; but in this case you find that you have carfare to pay. Or you may choose a location within walking distance of your work, even though it has slightly less desirable surroundings, because you have to pay no carfare. Again, you may decide to room in a girls' club or the Y.W.C.A.; or you may rent an apartment with two or three girls. In the latter case room and board may be procured together and possibly at a lower rate for each.

In the budget column then, write in above "Room Rent," \$16.00 (\$4.00 per week);<sup>3</sup> above "Board and Two Meals"

<sup>3</sup> Note: In computing from weekly to monthly costs or vice versa, count 4 payments or 5 payments to the particular month as may be necessary; or,  $4\frac{1}{3}$  weeks is a multiplier often used. Months vary in number of work days from 24 to 27. This variation affects certain personal costs.

# SUGGESTED BUDGETS FOR INDIVIDUALS WITH INCOMES OF \$65.00 TO \$250.00 A MONTH

INCOME PER MONTH	\$65.00	\$90.00	\$125.00	\$150.00	\$200.00	\$250.00
Savings	7.00	20.00	30.00	40.00	60.00	85.00
Room and two meals	30.00	35.00	45.00	50.00	55.00	65.00
Luncheons	6.00	7.00	8.00	10.00	10.00	10.00
Laundry	2.00	3.00	4.00	5.00	7.00	10.00
Clothing	10.00	12.00	18.00	20.00	25.00	30.00
Advancement	10.00	13.00	20.00	25.00	43.00	50.00

The above figures have been compiled by the Home Economics Bureau of the Society for Savings Bank, of Cleveland. They are average figures based on local conditions and prices and will probably require adjustment to meet individual needs.

write in \$14.00 (\$3.50 per week); and above "Luncheons" write \$6.00 per month (\$.25 per day). This makes a total of \$30.00 allowed for room and board, and \$6.00 for luncheons with carfare to be provided for later.

5. According to the suggested budget, \$10.00 out of the \$65.00 is to be set aside each month for clothing. Place this amount above "Clothing" in the budget column.

Clothing demands are largely seasonal. Some months not so much as a handkerchief need be purchased, while in another month a winter coat or shoes must be bought. This means that a clothing fund must be allowed to accumulate and must be guarded carefully in order to meet large expenditures occurring in some one month.

Comparing the \$120 per year for clothing allowed by the suggested budget with the figure you estimated you spent for clothing last year will serve to guide you in a small measure as to the quantity and quality of clothing you will be able to purchase. In planning your clothing expenditures it is important to exercise good judgment in selecting your wardrobe, especially with regard to the demands made by your work.

If you suspect that any one item of clothing, for instance, hosiery, is making it difficult for you to stay within the budget figure, make a separate record of this item apart from clothing in general in order to keep closer watch upon it; try different brands as to relative durability; experiment with ways of laundering that may be affecting durability.

6. Two dollars each month is to be set aside for "Laundry and Dry Cleaning." Write this amount in its proper place.

This item in your budget shows clearly one of the many advantages of budgeting. It shows that by wise planning and spending, you may not only have what you need, but also more of the things you want. For instance, the undergarments and at least some of the business dresses which you select may be of types which tub easily; and you will see to it that the room you rent carries laundry privileges. Thus you may save and apply otherwise a portion of the two dollars allotted to laundry and dry cleaning.

7. We have provided for food, shelter, clothing, and savings, and we have used \$55.00 out of the month's salary of \$65.00 leaving a balance of \$10.00 for "Advancement" and "Carfare."

# SUMMARY OF EXPENDITURES FOR THE YEAR

	ESTIMATES FOR THE YEAR																							
	MONTHLY AVERAGE																							
	TOTALS FOR THE MONTH		INCOME		SAVINGS			SHELTER		FOOD		CLOTHING			ADVANCEMENT									
	Received	Disbursed	Salary	Miscellaneous	Savings Account	Investments	Life Insurance	Room Rent	Carfare	Board & 2 Meals per Day	Lunches	Clothing except Hose	Hose	Laundry Dry Cleaning	Household Furnishing	Church Benevolence	Papers Books Magazines	Education Travel	Gifts	Entertainment Amusement	Physician Dentist Medicine	Toilet Articles	Stationery Postage	
January																								
February																								
March																								
April																								
May																								
June																								
July																								
August																								
September																								
October																								
November																								
December																								
TOTAL																								

MEMORANDA

MEMORANDA





Apportioning this balance among the items listed under "Advancement" and "Carfare" will emphasize the fact that one of the benefits derived in budgeting is that it makes you consider values. Perhaps you can walk occasionally, if not regularly, to work. A Philadelphia high school boy has just bought a \$25.00 desk with "carfare" earned by walking.

Planning a budget forces you to acknowledge your needs, desires, and hopes, and to arrange these in the order of their importance to you or in accordance with your standards of living. This explains the fact that no one can make a budget for anyone else and that no two people can follow the same budget.

In considering the items grouped under "Advancement," "Household Furnishing" may include a lamp, a couch cover, or some other article which you may purchase to enhance the appearance or comfort of your room.

The "Physician, Dentist, Medicine" item is as varying as "Clothing"; and the portion allotted to it should also be allowed to accumulate.

"Entertainment and Amusement" and "Toilet Articles" are items which are apt to need watching lest they claim more than their share of the budget.

"Education" cannot be disregarded. The wise girl will lay aside its proper portion against the day when she desires to take definite steps toward advancing in her job.

Enter the amount you estimate to be sufficient for each of these items under "Advancement," and your estimate, plan, or budget for the month will be completed.

**Watch your budget work.** Keep a memorandum of your daily expenditures, and at the end of each two or three weeks or month enter the amounts in the proper columns on the budget sheet.

At the end of each month total these columns, compare the totals for each item with your budget figure at the top of the page, and make any readjustments necessary. Then write in your estimates for the next month. Next transfer the monthly totals to the "Summary of Expenditures for the Year" page. Make a practice of comparing your monthly expenses.

At the end of the year, total your monthly expenditures and

study the year's outlay to find what readjustments might enable you to derive still more satisfaction and pleasure from your \$65.00 per month.

**What to do on pay day.** You will probably get paid every two weeks. The night before pay day sit down with your budget before you and plan, in some such manner as follows, just how you are going to handle your \$32.50.

Plan to go to the bank on your lunch hour, cash your check, and leave the \$3.50 savings deposited to your savings account.

A checking account in which to deposit the rest of your salary to be checked out as needed to pay bills and the like would be an invaluable aid in carrying out your budget, but the recent charges made by the banks for this service make the checking account impracticable for the average worker.

It would be better to pay two weeks' room rent, \$8.00, and two weeks' board, \$7.00, each pay day with the understanding that if it becomes necessary for you to make a change any unused portion paid will be refunded. This will remove all danger of your spending it, losing it, or having it taken. Three dollars' lunch money must be kept on hand.

Since you put your wardrobe in good condition before leaving home, you will probably not need to spend anything on clothing for three or four pay days; so deposit the \$5.00 clothing allowance at the same time you deposit the \$3.50 savings.

The laundry and dry cleaning allowance of \$1.00, and \$5.00 for advancement and carfare must also be kept on hand.

Deposit then—	\$3.50 Savings
	5.00 Clothing

TOTAL	\$8.50	and take home the balance,
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consisting of \$24.00.

Pay your room and board, \$15.00, in the evening when you get home.

This will leave you a balance of \$9.00—\$3.00 for lunches, \$1.00 for laundry, and \$5.00 for advancement and carfare.

Now get a file (a recipe file box can be purchased at a five and ten cent store) and in it arrange twelve envelopes.

Label one "Lunches" and in it put the \$3.00 which is to furnish lunches for two weeks.

Label another "Laundry and Dry Cleaning" and in it put \$2.00 so that this sum will not go astray but will still be on hand in a week or so when your wardrobe begins to need rehabilitating.

Label another envelope "Carfare." Count carefully the amount you will need for carfare in the next two weeks and deposit it in this envelope. This will insure your having carfare until next pay day.

In like manner, make an envelope for each item under "Advancement" and put in each the sum you have decided to allot to it.

Now you have your actual cash divided exactly as you decided in your budget it had best be divided. Every few days, transfer from the "Carfare" envelope, the "Lunch" envelope, the "Amusement" envelope, etc., to your purse the necessary amount to cover the expenses of those few days. This eliminates any danger of losing, mis-spending, or muddling your amounts and much of the account keeping will be eliminated. Furthermore, you can look in each envelope and have the satisfaction of seeing just what balance remains in the particular fund. The file with the money envelopes you will, of course, put in the safest place in your room.

In three or four pay days you will have fifteen or twenty dollars in the bank reserved for your clothing account, a sum large enough to take care of almost any single article of clothing expense. Because this sum mounts so rapidly, it seemed best to put it in the bank rather than to keep it in one's room. However, an envelope for "Clothing" should be arranged in one's file, for let us suppose you draw out five dollars with which to purchase an article of clothing and purchase it instead for three dollars and fifty cents. Instead of going back to the bank with the dollar and a half change, drop it into the clothing envelope and thus keep your clothing account straight.

In time, as the sums in your "Gift," "Education," and "Life



Insurance" envelopes advance to three or five dollars each, they should be deposited in the bank, for one should not make a practice of keeping any sizable sum of money in the house. Rule up a sheet of paper the size of your bank book, as suggested by the "Personal Record of Bank Transactions" form on page 278 and clip it in the back of your book, and each time you deposit for savings, clothing, education, gifts, or insurance, jot the figure down in its proper column so you will know exactly how much of the total in the bank is savings, how much for clothing, education, gifts, etc. Do not forget to subtract any amount withdrawn for any purpose from its proper column, and to indicate the balance.

Many people prefer to keep their savings in one bank and their sinking fund or current expense account in another, in order to make sure they are kept separate; but if a record form is kept one bank account will serve.

In a very short time the handling of your accounts and money will become more or less mechanical and will seem much less intricate. It will also prove to be well worth the trouble, for you may know at any time just how you are coming out financially. You will derive a satisfaction from the knowledge that through your budget you are able:

- (1) To build a permanent savings account.
- (2) To care for current expenses.
- (3) To accumulate a reserve fund from which to draw, with ease of mind, for seasonal and large expenses such as clothing, dry cleaning, doctor, dentist, education, and the like.
- (4) To consider values, for planning a budget forces you to acknowledge your needs and wants and to arrange these in the order of their importance to you and in accordance with your standards of living.

You will find also an increasing satisfaction, as time passes; for a budget is not supposed to reach its maximum of efficiency until it has been kept about three years. In that time the complete cycle of seasonal expenses will have been traversed. "The Summary Sheet for Comparing Expenditures



SUMMARY SHEET FOR COMPARING EXPENDITURES COVERING A  
FIVE YEAR PERIOD

ITEMS	19—	19—	19—	19—	19—
INCOME					
1. Salary					
2. Miscellaneous					
Totals for year					
SAVINGS					
1. Savings account					
2. Investments					
3. Life insurance					
Totals for year					
EXPENDITURES					
1. Room rent					
2. Carfare					
3. Board and two meals per day					
4. Lunches					
5. Clothing, except hosiery					
6. Hosiery					
7. Laundry and dry cleaning					
8. Household furnishing					
9. Church, benevolence					
10. Papers, books, magazines					
11. Education					
12. Gifts					
13. Entertainment, amusement					
14. Physician, dentist, medicine					
15. Toilet articles					
16. Stationery, postage					
Totals for year					

Comments

Covering a Five Year Period," is invaluable in planning a more efficient program for handling your income and studying your expenditures. This sheet together with the budget for the current year are the only records which you will need to preserve.

### QUESTIONS AND ACTIVITIES

1. What would you say to the person who said, "I have only so much money to spend and I do not spend my money foolishly. Why should I bother to make a budget?"
2. Can you suggest any rearrangement of items or sums in the budget just made that might make it yield still greater satisfaction? Should you cut the food allowance, and why?
3. Will you have as hard a time to make your money stretch (will you have as great a need to budget) when you are getting three times your initial salary? Explain your answer.
4. Examine the table which gives suggested budgets for individuals with various incomes and show how the percentage of expenditures for food, clothing, shelter, and for the satisfying of cultural wants varies at different income levels.
5. Describe briefly each of the following methods of handling family incomes:
  - Dole method.
  - Allowance plan.
  - Charge system.
  - Budget system.
6. To what extent should a boy or girl earning his or her own living share in family expenses when living away from home? Replan the budget for \$65.00 per month, making provision for an amount to be sent home.
7. Replan the budget for \$65.00 per month for a girl who works and is living at home. What principles should determine the amount to contribute to the family purse?
8. Should boys and girls be paid for household duties performed?
9. Should boys and girls have an allowance? At what age should they receive it? How large should it be? What should they be expected to buy with it?
10. Which is more readily spent, money earned or gift money?
11. How can you develop in a child appreciation of support that comes through family membership?
12. Of what does parents' financial duty to their children consist?

13. What can you say of the girl's own personal needs for expenditures, when balanced against her desire to aid her family in meeting its needs?
14. Prepare an exhibit of different methods of keeping personal expense accounts. Also an exhibit of various family and individual budget forms.
15. Hand in your budget of your personal allowance anonymously to be discussed in class.

### PROBLEM 3. WHAT SHOULD A GIRL JUST ENTERING THE BUSINESS WORLD KNOW ABOUT SAVINGS AND INVESTMENTS?

**Your financial goal.** Money is a medium for the exchange of goods and services. It is a sort of tool that has little or no value unless used and used properly. The main difference between a person who knows how to handle money and one who does not is that the former, after he has worked for his money, reverses the procedure and makes his money work for him.

We know that our earnings are dependent upon our uninterrupted work and we have seen that from age 45 to 60 or thereabouts, depending on the vocation and on the individual, one's earning power is apt to begin to decline; therefore, the ideal toward which we all should work is to save and invest so that we may acquire an invested capital which will take care of us when we are unable to work, and which will meantime furnish the solid satisfaction of a sense of security as we go along.

**Strive for economic poise and understanding.** In addition to our personal responsibility with regard to saving, we have also a social responsibility. Dr. Andrews tells us,<sup>4</sup> "The saving of money is of national and, indeed, international concern. Thrift which makes it the habit to save, enlarges society's working capital and thereby increases the nation's productive power and so gives it a larger part in the world of commerce. A community or a nation that generally saves will be a community or a nation that shows all kinds of progress—

<sup>4</sup> From B. R. Andrews, *Economics of the Household*, p. 129. By permission of The Macmillan Company, publishers.

economic primarily, but also progress in education, in health, in housing, in art and literature and all cultural interests."

The attitude of many toward the idea of wise spending and saving has changed since 1929, and the tendency to discount the whole idea of thrift is easily understandable. Yet in spite of all that has happened, living up all one has with the idea that tomorrow can take care of itself comes no nearer being a sound economic principle today than it has ever been.

Economic reconstruction is being accompanied on every hand by an unprecedented interest in economic principles underlying the workings of the business world, and it is for you who are just about to begin your financial careers to strive for poise and an understanding of present-day economic principles and problems with which the world is struggling.

Before money came into existence man obtained what he needed by barter. Obviously this method was inconvenient and troublesome, and finally money as we know it was evolved as a standard article of exchange, i.e., something everybody would be willing to take in exchange for what he had, knowing he could in turn exchange it for something he wanted. While this system was an improvement over the old one, it was not perfect. There was a chance of one's money being lost or stolen. This gave rise to a third form of exchange economy, banking. Now, instead of handing you actual cash when I pay you a bill of \$100.00 which I owe you for goods received or services rendered, I put my cash in the bank and write you a check which you accept because you consider my credit standing at my bank to be good for the amount. You hand this check to your banker, who adds the sum it names to the sum you already have on deposit with him. Meanwhile, the bank may not have my \$100.00 on hand but may have loaned at least a portion of it to someone. So my money is doing double duty and a new medium of exchange has been created in the form of credit established by the bank.

Thus banks accept deposits and pay depositors a rate of interest for the use of their money, and then in turn extend credit or loan these deposits out to individuals and business

enterprises at a slightly higher rate of interest. Bankers are careful to loan only a portion, keeping the rest as a reserve; for they are pledged to return depositors' money any time they may demand it. In case you had desired to cash my check for \$100.00, it would have been paid out of this reserve fund. The soundness of a bank, then, depends upon its management, which not only must maintain a sufficient reserve to cash checks and meet the demands of ordinary business, but must also be conservative and exercise good judgment in making loans and investments.

Since our incomes depend upon the production and exchange of goods and services, which in turn depend upon the business of banking, we must learn to use wisely this medium of exchange created by banks and called credit; for when used thus it makes for normal business and normal times. As more credit is extended, in times of prosperity, for instance, business expands and prosperity increases; but the amount of money on which credit is based decreases in proportion to the increase of credit. When bank reserves reach a point below which conservative bankers refuse to let them fall, credit is restricted and there ensues a general scramble for funds; everyone demands that everyone else pay what he owes him. This means that some businesses fail, some liquidate, prices drop, production falls off, unemployment sets in, and we have a period of economic depression. Then comes a period of gradual recovery, which in turn is followed by a period of forgetfulness, of overexpansion, of extravagance, of careless and unwise spending caused by a "come easy, go easy" attitude. All sorts of get-rich-quick schemes and wild enthusiasms prevail which lead to another boom period. The business cycle has been completed, and the vicious circle begins again.

While government heads, expert economists, bankers, and business men all are striving to understand and control this problem of the business cycle, involving periods of prosperity followed by periods of depression, by improving business methods and by banking and credit control, there are certain things



all of us can do. For example, we can define our standards of living; live within our incomes; be conservative in handling our incomes; make a financial plan and follow it; avoid get-rich-quick schemes; and subdue our gambling spirit and wild enthusiasm. We can take an interest in economic and civic affairs and demand legislation that will make for our protection.

### **Factors which influence the selection of investments.**

At best many investments are subject to economic changes which are beyond human control. However, an investment which checks as favorable in regard to certain factors may be considered reasonably safe. Before withdrawing any sum from your savings account for reinvestment, check the enterprise in which you may invest against the following factors:

*Safety.* What assurance have you that you can get back out of the enterprise the original amount you invested? Are you becoming a part owner (by stock purchase) or a lender (by buying a bond)? Legality of the investment is also a criterion of safety.

*Return.* What interest or dividends will you receive for the use of your money; are they assured and regular? A conservative rate of interest testifies to the security of the investment. Security tends to decrease as the interest rate increases.

*Convertibility.* Will you be able to dispose of the investment easily? Are you putting more eggs in the same basket, or are you scattering your risks in a new direction?

*Degree of oversight required.* Will the investment require constant vigilance to guard its safety? As in a house mortgage, can you be sure that taxes are kept paid and insurance is in force?

*Length of time.* Is it a long-time investment which relieves one of the trouble of reinvesting?

*Speculation.* Is the degree of risk so great that you are really considering a speculation instead of an investment?

**The savings account.** Banks employ investment experts; consequently money you deposit with or invest in a savings ac-

count is in turn invested by the bank with the greatest possible care and wide diversification, for experts spread their investments over a wide variety of enterprises.

The savings account in most banks affords one the opportunity of collecting a sum of money by means of many small contributions which begin to draw interest or work for one as soon as the first amount is deposited. The rate of interest in the Postal Savings Bank is 2 per cent; in savings banks it has recently been as low as that but in ordinary times it ranges between 3 and 4 per cent and is compounded, usually semi-annually or quarterly. How small amounts, deposited regularly, grow into large sums with the help of compound interest is shown in the following table:

MONTHLY DEPOSITS WITH COMPOUND INTEREST AT 2 PER CENT

Amount deposited each month	1st Year	2nd Year	3rd Year	4th Year	5th Year
\$1.00	\$ 12.13	\$ 24.50	\$ 37.12	\$ 50.00	\$ 63.13
\$2.00	24.26	49.00	74.24	100.00	126.26
\$3.00	36.39	73.50	111.36	150.00	189.39
\$4.00	48.52	98.00	148.48	200.00	252.52
\$5.00	60.65	122.50	185.60	250.00	315.65
\$6.00	72.78	147.00	222.72	300.00	378.78
\$7.00	84.91	171.50	259.84	350.00	441.91

Budgeting helps you to save regularly and persistently, and the foregoing table helps you to appreciate the value of the gradually accumulated capital.

Be careful not to overestimate the amount you can save regularly. Failure now and then to make your savings deposit

disrupts your savings plan and is discouraging in effect. It is wiser to plan to save a smaller amount and increase it occasionally as you are able. Do not weaken or let anything, except serious illness, interfere with making your savings deposit each pay day.

When the sum of money accumulated in the savings account is sufficiently large, a portion of it may be withdrawn from the account and put as a lump sum into an investment which may bring a higher rate of interest than the savings account.

All of your savings should not be invested. A cash reserve equal to at least three months' income should be retained in your savings account to be available in cash at any time.

No investment should be made without consulting your bank, or a reliable bond or investment company, for these have special facilities for investigating the safety of the investment.

**The United States Postal Savings System.** The Federal government maintains a national system of savings. Any person ten years of age or over is eligible to open an account and has only to apply in person at the nearest post office.

Deposits in amounts of ten cents or more may be made by purchasing postal savings stamps at ten cents each and affixing them to an official card. A postal savings card with ten savings stamps affixed will be accepted as a deposit of one dollar, either in opening a postal savings account or in adding to an existing account; or it may be redeemed in cash. Larger deposits of \$1, \$2, \$5, \$10, \$20, \$50, \$100, \$200, and \$500, may be made in person, by a representative, by money order, or by registered mail. Postal savings deposits are acknowledged by Postal Savings Certificates which are made out in the name of the depositor, serve as receipts, and are valid until paid. These certificates are not negotiable or transferable. If lost, stolen, or destroyed, new certificates will be issued. Under the present law, no depositor may have to his credit more than \$2,500 in Postal Savings Certificates exclusive of accumulated interest.

Interest accumulates at the rate of 2 per cent for each full

year as long as a certificate is outstanding. It accumulates for a broken, or partial, year at the rate of one-half per cent for each full quarter. Compound interest is not allowed, but a depositor should withdraw interest when due and include it in a new deposit, thus securing compound interest.

A depositor may at any time withdraw all or any part of his postal savings deposits, with any interest payable thereon. Withdrawals may be made in person, through a representative, or by mail.

Postal savings deposits may be exchanged wholly or in part for registered or coupon United States Postal Savings Bonds, bearing  $2\frac{1}{2}$  per cent interest and issued in denominations of \$20, \$100, and \$500. Postal savings deposits when converted into bonds are not counted as a part of the \$2,500 maximum which one person may have on deposit with the Postal Savings System. The amount of bonds which one may purchase in exchange for deposits is not restricted, for the process may be repeated semi-annually over and over again. As soon as one has \$20 one should convert it into a bond to secure the higher rate.

Any time after issue, the board of trustees of the Postal Savings System will purchase postal savings bonds at their par value plus accrued interest. By act of Congress approved June 25, 1910, "The faith of the United States is solemnly pledged to the payment of the deposits made in postal savings depository offices." Thus we see that postal savings deposits are backed by the full strength of the government.

The United States Postal Savings System is a non-competing institution, hence never advertises its services and renders both information and service only upon request. This limitation is one which citizens may well question, for the system might be planned to expand itself into schools, shops, etc.

Needless to say, United States Postal Savings Certificates or Bonds constitute a most desirable form of investment.

**Stocks.** You may consider placing your money in stocks, but stocks are not to be recommended as a form of investment

for one of small means. Stocks are on the borderline between investments and speculation. When you buy stock in a corporation, you receive a paper or certificate which states that you now own so many shares of the business. You become a partner in the firm or corporation and your investment is liable for its obligations, yet you have no active voice in its management. Preferred stock receives a dividend at a fixed rate if there are earnings available for dividends. Common stock receives a dividend of an unfixed amount, and that only if the directors decide that the receipts of the company have been sufficient to meet all other demands of the business. In case you need your money or become dissatisfied and want your money back, you must find a buyer for your holdings. Stocks are secured only by the net assets of the corporation. "The value of your stock, its marketability, and your dividends depend upon the ability and integrity of the management, the market for its goods, general business and economic conditions and competition."<sup>5</sup> With stocks, as with other speculation, a sensible rule is: Never put money in a speculation unless it is money you can afford to lose.

**Bonds.** You may invest in bonds, which are considered somewhat safer than stocks. When you buy a bond you receive a paper or note which in effect states that you have loaned the government or a business corporation a certain sum of money, interest on which, in the case of a corporation bond, and ultimately the bond itself, must be paid before the stockholders receive any dividends on their stock. Corporation bonds are usually secured by real property, with foreclosure possible as a means of enforcing repayment; the court appointing a receiver who operates the business for the bondholders, and who if necessary sacrifices the stockholders' rights to protect the bondholders.

Government, state, and city bonds rank as "gilt-edged securities," the very safest form of investment; but these usually

<sup>5</sup> From Harvey A. Blodgett, *Making the Most of Your Income*, p. 155. By permission of The Macmillan Company, publishers.



bear a lower interest rate than do other securities. Railroad, public utility, and industrial company bonds rank in security with the individual company; but all are likely to be affected by changing business conditions.

**Mortgages.** Mortgages are very similar to bonds. A mortgage is a piece of paper which states that money has been loaned for a certain length of time at a fixed rate of interest, with real property pledged as guarantee of the payment; interest must be paid at regular intervals with the privilege of foreclosure or seizure of the property in case it is not. Mortgages are given when money is loaned on real estate and are really conditional deeds to the property they cover.

Often two or more loans are made on the same piece of property, but only first mortgages—that is, the one having the first claim on the property—should be considered by the cautious investor. Mortgages require supervision to see that taxes are kept paid and that fire insurance is regularly renewed on the property.

**Real estate.** For the business specialist who knows how to appraise and handle property, real estate constitutes one of the safest and, in a growing community, most profitable of investments, for the principal invested is reasonably secured and the interest, dividends, or rentals are reasonably certain.

A home should be one of the first investments made by a family. Rent is money spent. Money paid in the purchase of a home is returned when the house is sold; meanwhile rent has been saved.

The beginning investor is sometimes persuaded to buy a building lot, but this is one of the most hazardous and undesirable types of speculation. It involves all outgo and no return, and the most uncertain possibility of profit from a sale. The average business girl should realize she is lacking in ability, time, and experience to manage unimproved property profitably and should avoid it as an investment. Real estate is a field for the specialist only.

**Life insurance.** Life insurance is a form of investment which should occupy a place in everyone's financial plan. When you "take out" life insurance you agree to pay the life insurance company a certain sum of money called a "premium" at stated times each year which provides that if you have paid your premiums as per agreement you will receive back at a given time the cash surrender value of your policy with any "dividends" you have permitted to accumulate. In case you should die at any time before the contract ends, i.e., before the "maturity date," the person named in your policy, the "beneficiary," will receive the full amount of "face value" of your policy regardless of how few or how many premiums you have paid. Thus you create an estate the day you take out insurance.

After the policy has been in effect for two or three years, the policy holder may borrow from the company against the cash surrender value of his policy at a rate of 6 per cent, thus using it like a savings-bank fund to tide through a disability or emergency. On maturity one can have the proceeds paid in a lump sum or in monthly payments for life, in which case, by a special clause, a designated beneficiary would receive what is left upon the death of the annuitant. This use of insurance proceeds as an annuity or income for life for the person who took out the insurance is increasing and is making insurance desirable for everyone. It is one of the safest forms of saving.

Many policies carry a "double indemnity" clause which provides that, in case of accident resulting in death, twice the face value of the policy is paid the beneficiary.

Life insurance forces one to save and to hold one's savings so that they may not be touched until the savings plan is completed, yet makes funds available in the form of a loan in case of emergency.

The principal kinds of policies designed to fit various needs are: ordinary life, in which the premiums may be paid all one's life, but usually to age sixty-five; limited payment life, in which the premiums are payable usually for twenty years; endowment policy, in which the premiums are also payable for twenty

years, at which time the face value of the policy is paid to the insured; term policy, which affords the least expensive type of coverage, usually taken out for a five to ten year term, and payable only if death occurs within the period. Many are buying what is known as an "annuity contract," whereby one pays in regularly through one's earning years in order to have a life income beginning at age 55, 60, or 65. In case of earlier death the accumulation goes to one's estate. Also, often an annuity is purchased with insurance proceeds or other savings when one retires.

In choosing insurance you should first select a reliable company. Then discuss your financial plans frankly with its representative, who will explain the different kinds of policies and advise you as to which type of policy best fits your needs and plans.

The earlier in life you buy life insurance, the lower your premium will be because of the greater expectancy of life.

**A last word regarding investments.** There are other ways in which one may invest one's savings, but the business girl will do best to use bank or postal savings accounts, life insurance, and government bonds. Even after she has gained knowledge and experience in the business world, she would wisely keep to such a program or divert from it only a small share of her reserve and then only after obtaining the advice of two or more persons who are in a position really to know and who have no interest in the securities she is considering.

Never let the element of hurry enter in; any sound proposition will permit of thorough investigation. Above all, guard against being carried away by the attractive personality or the convincing talk of the sales person. The investment field is one of the greatest uncertainty regarding this or that particular security; what is good now may be a poor investment shortly. It is also a field of misrepresentation and occasional fraud.

A wise individual program would include the following steps:

1. Use the savings bank or postal savings from the first and build up and keep a reserve equal to three months' salary there. This should be in addition to temporary reserves for clothing, doctor, dentist, vacation, etc.
2. Start an ordinary life insurance policy, costing about twenty dollars a year per thousand; leave the dividends with the company to buy additional insurance and secure the largest cash surrender value possible at age 55 or 60 to be used thereafter for retirement annuity. As your income increases add another thousand or so, especially if you have anyone dependent upon you.
3. By age 30, start payments on a retirement annuity contract, paying in monthly, for a life income to begin at age 55 to 65.
4. As your savings bank fund shows a surplus of \$100, put it in a Postal Savings Bond at  $2\frac{1}{2}\%$  or other government bond at a higher rate; or, if it is money you will not need, buy an increment of paid-up insurance policy, or make an extra payment into your annuity accumulation, both to be available later for retirement annuity.
5. Avoid stocks, industrial bonds, mortgages, real estate; leave them to the specialists. The savings bank and life insurance company give you the advantage of expert investment service and the protection of putting your small savings into a large invested fund, so that losses in some one stock or bond in such a joint fund do not bring heart-breaking loss upon you as an individual.
6. Do not over-save! Broaden your life by wise spending for vacations, travel, hospitality, books, membership in church and club, and friendly contacts and social life that may possibly lead on to selective friendship and marriage. But what you do save, invest most conservatively in a life-long plan to provide for emergencies along the way and for a happy ending after working days are over.

### QUESTIONS AND ACTIVITIES

1. Define investment.
2. Tell briefly what is meant by the so-called business cycle.
3. Why is the unwise use of credit thought to play a large part in this cycle?
4. Explain why hoarding one's money is wrong.

5. List some ways of handling money which would cause you to be called a spendthrift.
6. Check any of the following if they may be considered as investments, and be prepared to give a reason for your answer:
 

Automobile.	Fur coat.
Night school course.	Technical journal.
Furniture.	Trip to mountains for one's
Trip to attend vocational	health.
conference.	Magazine— <i>National Geographic</i> .
7. What is meant by investing in oneself?
8. In case your community lacks a reliable savings bank, where could you invest your savings? How would you go about it? In what amounts could investments be made?
9. Why is the Postal Savings System fundamentally a non-competing institution? Might the law well be changed to provide for a more progressive program? (See Andrews, *Economics of the Household*, Rev. Ed.)
10. Why are postal savings to be particularly recommended as a form of investment for inexperienced persons?
11. There are three kinds of banks: savings banks, trust companies, and commercial banks. Describe briefly the functions of each.
12. Explain the Federal Reserve System. When was it established, and what gave rise to it?
13. Discuss Christmas savings clubs as a form of investment. Do they pay interest locally? If not, start your own "club" account in a bank where interest is paid.
14. What care should be taken in the purchase of insurance?
15. Are life insurance companies accountable to the government in any way?
16. How does insurance benefit the individual? The family?
17. Define the following forms of insurance, tell when each is taken out and list the benefits of each:
 

Accident.	Industrial.
Casualty.	Liability.
Cyclone.	Theft.
Fire.	Travel.
18. What would happen if one failed to pay the premium on one's policy upon the day it fell due? Explain. How could one borrow from the company to pay premiums during sickness? What is the "disability waiver of premium" clause? Inquire how if you were out of work for a long time you would continue to borrow from the company to pay premiums and keep your insurance in force.



19. How do mutual companies differ from ordinary or stock life insurance companies? Learn the difference between old line or reserve company life insurance, and "assessment" policies and why the latter are uncertain. If you ever buy life insurance through a lodge, be sure it is of the reserve type.
20. Across the top of a sheet of paper list all the factors used in judging the soundness of an investment; down the left hand margin list the investments discussed in this problem and any others you desire to include; check each investment against each factor; compare the results and write conclusions regarding investments outstanding in desirability.
21. Do you think the investor should guard against modern high-pressure salesmanship methods? Discuss. "Never be sold anything—buy; that is, make the decision yourself."
22. Analyze the statement, "Some expenditures are investments in one's own personal improvement—are increases in personal capital." Education is evidently one such personal investment; find others. Notice their characteristics: "can never be lost"; what else? Whom do they benefit?

#### PROBLEM 4. WHAT IS THE RELATION BETWEEN EARNING AND SPENDING, AND WHAT CONSTITUTES WISE SPENDING?

**Why consider spending?** Woman is the chief spender, for upon her falls the task of disbursing first her own income and later that of her family. A lack of ability to spend wisely on the part of the woman may block the progress of her family, regardless of the size of their income and of their ideals and ambitions. The girl who has had experience in earning and spending brings a definite asset into her home, for in no other way can one learn to appreciate the value of money and its limitations.

Since your budget is a detailed plan of spending, you cannot go very far astray in the matter of spending if you follow your budget. However, there are some practical points with regard to spending which might make following the budget a little less difficult and more profitable.

**Quality, durability, the keynote of wise spending.** Sometime you may be led to exclaim, "Clothes! How much time

and money a girl would have for other things if she did not have to spend so much on clothes!" To find the answer let us pause and gaze backward over the path women have traveled with regard to this question of clothes. After the sheep on the farm had been sheared, our great-grandmothers cleaned and prepared the wool, spun the yarn, wove the cloth, and then made their dresses. Rest assured that they did not cut the skirt into gores, panels, and godets, but made it in plain widths that it might easily be made over, for homespun wore for years. There is an old slogan of merchandise description, "All wool and a yard wide," that has been forgotten now that part wool and part cotton goods are commonly made as a way of making wool reach as far as it will. But such "mixed goods" lead to the complaint of time and money spent on clothes that lack durability.

The manufacturer claims the modern woman "does not want things that last too long; she wants variety." All right, but why not get "variety" through spending some of this time and money in pursuit of your hobby or on a trip, instead of eternally upon clothes? The number of new automobiles appearing upon the highways each spring, the kaleidoscopic changes in household furnishings, the present-day retail store with its modernistic equipment testify to the fact that the demand for variety instead of durability is being made not only by the modern girl in the matter of her clothes, but also by the consumer at large in a wide range of purchases. Whether this is the result of a real lack of raw materials, pure love of variety, commercial interests desiring to increase their profits, modern disregard for property, lack of sentiment which creates heirlooms, or the general trend of the times, is a problem for the economist, the psychologist, and perhaps the sociologist to solve. When spending for clothes, furniture, or, in fact, when making any purchase the wise consumer will:

- (1) Demand durability.
- (2) Guard against being outmoded by choosing conservative styles.
- (3) Lengthen the life of the purchase through care.

- (4) Remember that often the more expensive is the cheaper in the long run.

In this way one can reduce the amount of time, effort, and money involved in shopping by one third to one half, and have more time and money for other interests in life.

**It costs to window shop.** It is a shrewd store that says, "Come in and browse around." When you have mapped out for yourself a financial plan, ignore such invitations. Stay out of the stores unless you have a definite purchase to make for a definite need. It is merely a case of lopping off the smaller branches, the smaller joys, that the greater ones may surely be developed.

Or again, when you catch yourself exclaiming, "Really, the stores are full of such pretty things," recognize that this is a danger signal and that it is time to leave. Pause long enough, however, to gaze around with a critical eye and endeavor to estimate what proportion of merchandise on the shelves is absolutely necessary to supply human needs and what proportion could be placed in the discard.

**Snobbishness in shopping.** The cost price of a commodity is not the sole basis for judging its value, but its use as such illustrates the tendency for those on a more expensive standard of living level to set the pace of spending for those with smaller incomes. Therefore, "To thine own self be true." Do not be ashamed to admit shopping elsewhere than in Madame's Elite Shoppe or in the French Room, or of buying something other than an exclusive model. Build true standards and live up to them by keeping within your income and shopping where your budget permits. Shop where you can get the best value for your money and encourage other girls to do the same.

Speaking of snobbishness, do not permit yourself to be intimidated and put to rout by the supercilious clerk who, as she arises languidly from a chair and advances toward you over the deep-pile carpet of the modern store, makes you feel as if you had invaded a private drawing-room. Instead, realize that

shopping is an art which requires that you know what you want and makes it imperative that you cultivate the patience, persistence, courtesy, and tact always essential to getting what you want. Remember too, that you, not the salesperson, are to make the decision of whether you will buy or not; "you have the veto"—use it to get what you really need!

**Be on the alert.** Try to increase your efficiency in buying just as you would if you were a buyer in a department store. Remember, your aim is to obtain the greatest possible satisfaction from the money you spend. Use your ingenuity, find out when to spend and when not to spend. Ask yourself if you are spending for something you need or something you merely want, and whether or not you really want it or just think you do. Is there not something else you have been planning on that would give you more lasting pleasure and satisfaction? Would it be possible to avoid the expenditure by means of a makeshift or legitimate substitution?

For example, perhaps your dentist has told you what commercial interests probably will not permit him to broadcast—namely, that a mixture of soda and salt forms as effective a dentifrice as any of the thirty-five or fifty cent brands on the market. Or, you may discover that gargling with hot salt water is just as effective as a fifty or seventy-five cent bottle of some commercial antiseptic. Thus one could go on in almost any direction which our purchases take and find that truly there are tricks in all trades, even in the business of spending.

**When to buy.** Study your needs and plan ahead. Develop the habit of keeping a reserve on hand. For instance, hold in reserve a third set of undergarments; have a "best" slip; mend your old gloves for work and hold that last pair you purchased in readiness for special occasions; keep a pair of hose in reserve in case of emergency; buy your shoes a little ahead of the time when they are actually needed to insure getting the right size. It gives one a feeling of satisfaction almost amounting to a feeling of wealth to know one does not have

to wear one's best every day. It does away with the necessity of buying in a hurry and running the risk of being forced to take something not exactly what one needs or wants, or of paying more in actual cash as well as satisfaction because of lack of time to shop around. The extra clerks and delivery trucks required to care for last minute shoppers at such times as Christmas and Easter increase the cost of commodities materially. It will be possible to buy ahead if you have permitted portions of your income to accumulate from one pay day to another as was suggested in the budget.

We all know that there is a best time of year in which to buy most things. For instance, strawberries and tomatoes should be purchased only "in season," while winter coats and furniture may be purchased more economically in August, a rather "out of season" time, or in January. So, too, such services as the dry cleaning of clothes or the papering or cleaning of walls may cost more at certain times of the year than at others.

The condition of the market, as set forth in the daily newspapers, trade journals, and the like, should be taken into consideration in determining when to buy. Overproduction and failures also cause fluctuation in prices and quality.

In addition, there is the question of buying from regular stock or at special sales. Some of our needs are supplied by merchandise which comes only in a standard make and price, and consequently never enters into sales. It is rather a relief to be able to make an occasional purchase without having to shop around and without having to wonder as to the quality of what we are getting. In fact, this is the crux of the whole problem of wise spending—lack of standardization in manufactured products, and a lack of real knowledge on the part of the consumer of the production and the subsequent value of the necessities of life. These make possible the flourishing bargain counters where, tempted by a few leads of real quality offered on special sale, we are enticed to purchase merchandise of inferior quality obtained by the merchant for special sale



purposes. Or sometimes it is the policy of merchants to sell the first third of a new lot of merchandise at an oversized profit, the second third at a fair profit, and the last third at cost in a so-called "marked down" sale. Here, if you have planned ahead, if you know values, and have had a super amount of patience and diligence in pursuing the thing, you may really obtain a bargain. Occasionally, when a merchant is unfortunate enough to become overstocked, or when he is going out of business, the special sale may present real bargains; but more often the sale articles are shopworn, damaged, or "seconds." All our lives we have heard it said, "You cannot get something for nothing." Yet with all of us a few unfortunate experiences seem necessary before we fully realize the meaning of this saying. Of course there are times when real bargains may be secured, as, for instance, at the so-called "white sales" in January, when linens and white goods of the best quality may be purchased at a great reduction. Such annual or seasonal sales should be watched for and taken advantage of, especially in buying things which may be stored and which do not go out of style.

**Where to buy.** Lack of standardization on the part of the manufacturer and lack of knowledge of value on the part of the consumer make it imperative that we deal only with the most reliable stores. The integrity of the merchant, his reputation for fair dealing with his customers, may often be our sole means of judging the value of merchandise.

The department store, an outgrowth of the old-fashioned general store, has gained great popularity because of the convenience of purchasing everything in one place and because of the apparently lower prices which prevail. However, the latter advantage is to be questioned at times when quality is the paramount consideration.

The specialty store carries only a limited line of merchandise, usually of somewhat higher quality and consequently somewhat higher in price. This difference in price is often warranted by the difference in quality and the subsequent satis-

faction derived. There is a refining influence to be derived from possessing the best. The difference in price is easily compensated for by the fact that one's attitude toward a commodity, the worth of which is well established, is such as to insure its proper use and care and to defer the time when it will be discarded.

The chain store is a trend towards simplified and efficient distribution. The growth of the chain store has been rapid and no doubt in time will cover the distribution of all commodities. Lower prices are made possible because chain stores constitute a short cut from the producer to the consumer; do their buying in larger quantities; sell for cash and make few deliveries; and develop the mechanical efficiency of clerks and organization in general.

The five and ten cent stores belong in the chain group. They have been of benefit to the consumer in keeping the prices of most smaller articles where they should be, and at the same time they have relieved larger commodity merchants of the bother of handling the mass of smaller merchandise. Even in these stores, however, one should shop with an eye to values, for occasionally one buys a five or ten cent size which is smaller in proportion than the more expensive package at the drug store, and this constitutes a loss, not a saving. The five and ten cent store renders an invaluable service in teaching beginning spenders to distinguish between imagined and real wants, and even the difference between needs and wants.

The twenty-five cent, fifty, and one dollar store presents perhaps more of a problem with regard to quality.

**How to buy.** By the time a merchant has weighed out in five pound lots and sold one hundred pounds of sugar, he has incurred a very definite expense because of the time and labor consumed, the possible spilling, overweight, and the like. Therefore, it is better to buy in large quantities if one has storage space, if the merchandise is not of a perishable nature or of a type which will not go out of fashion, and if one has the money.

Pay attention to all the rules of sanitation. Demand packaged goods when necessary, but do not be led astray by the attractiveness of the wrapping. Remember you are paying for the container, and its ultimate goal is the wastebasket. In buying package goods compare the net weights and prices of small and large packages of identical goods and you will find the latter saves you from one-fifth to one-third or more.

It is best to shop in person. Only highly standardized merchandise can be ordered over the telephone.

Much handling is detrimental to any merchandise. Insist on perfect products; but in your effort to find a perfect specimen for yourself avoid handling articles and making shopworn what others will have to buy.

Shop with the sincere intention of keeping the articles that you buy. The amount of returned merchandise the average store handles daily is astounding. Returned merchandise involves a definite loss due to the facts that for a time the merchandise was withdrawn from the sales counter; that it must be reconditioned, resold, and redelivered; and often that reconditioning is impossible and the merchandise must be sold on special sale at a reduced figure. Losses through delivery and return privileges are all paid for ultimately by the customer. In some instances buying merchandise with the understanding that it may be returned is a necessity, but never forget that it is a privilege not to be abused. An additional responsibility should be felt since those who are not guilty of demanding unreasonable service must pay alike with those who do.

Shall we buy for cash, on credit, or on the installment plan? Buying for cash usually means paying for merchandise at the time the purchase is made, although certain commodities or a large bill of merchandise may be purchased and paid for within thirty days and the transaction is still said to have been conducted on a cash basis. Many persons maintain a credit account with stores with which they are in the habit of dealing regularly. This allows them to make purchases during the month by simply charging them to their accounts. On the

first of the month the store mails them a statement of their purchases, payment for which is to be made by the tenth of the month. True credit buying, however, usually involves an extended time during which several payments may be made.

When buying on the installment plan, one usually makes a down payment to bind the contract and pays the balance in stated amounts at regular intervals.

Cash buying in general is considered best because of the restraining influence it exerts upon our buying impulses. We may not happen to have the necessary amount of money with us, or we find ourselves more willing to stop and think twice before parting with the actual cash. It is so easy to yield to an impulse to spend if one need only say, "Charge it, please." Paying cash helps one to live within her income and tends to lower the cost of merchandise, as we saw in the case of the chain store. On the other hand, it forces one to assume a risk in carrying about actual cash. One also finds one has not the same return or buying on approval privilege and, strange as it may seem, "Charge it, please," seems to be a magic phrase which bestows upon one a certain prestige and calls forth a certain amount of special attention, probably because it identifies one not only as a regular customer, but as a responsible person. Charge accounts are at times a convenience, at times a necessity, and always a privilege, not to be abused; for the salary of the office force necessitated by such accounts, together with the expense incurred through each defaulting account, is written upon the sales ticket of every purchaser.

Installment buying involves carrying charges which very greatly increase the cost of merchandise. The justification of installment buying depends upon the purchase made, the type of person making the purchase, and what one pays for the credit. Only commodities of a permanent nature, whose benefits outlast the period of purchase, should be purchased on the installment plan. One can always buy more cheaply by saving money in advance, at compound interest, and making a cash purchase. Or if one does not care to forego the pleasures in-

volved in immediate possession, one might in many cases borrow the money at a normal rate of interest, make a cash purchase, and save money. Installment buying has shown a tendency to encourage some to live beyond their means, for though lacking in the necessities they often purchase luxuries on the installment plan. On the other hand, it has enabled many with a quite modest income to enjoy some of the luxuries of life and has tended thus to raise their standards of living. If you buy on installments, be as critical of values and prices as though you paid cash; get as good a value. Remember, installment selling is no personal favor to you—the merchant is recouping his outlay and probably charging you 10 to 20 per cent a year on the credit extended. Furthermore, if you fail in promised payments you may lose what you have paid and the article too.

**What to buy.** What to buy is not an easy question to settle in these days when our necessary purchases cover such a wide range, when there is such a variety of places in which to shop, when there are so many qualities of the same article from which to choose, and when apparently one may pay any price for a commodity. Obviously, the more one can know concerning the source of the commodity, the processes involved in its production, the cost of transportation and retailing, the more able one will be to determine what to buy. This is exactly the information required by and demanded of a buyer in a department store. True, the individual buys on a small scale, but taken in the aggregate, the demands of individuals determine what shall be produced; hence, it is the duty of each of us to obtain all the information possible in order to make intelligent demands.

The more we delve into the subject of what to buy, the more we are impressed with the fact that most of the difficulty encountered is due to lack of standardization. The Pure Food and Drug Act is an attempt on the part of the government to standardize certain commodities. A few industries have standardized their products so that when you buy a sterling silver tea set, for example, you know precisely what you are getting



in purchasing this standard make, where you can get it, and what you should pay for it.

Uncle Sam safeguards his purchases by buying according to specifications. When he wants to make a purchase, he obtains samples of all the varieties of that product on the market. These he has analyzed by engineers in the Bureau of Standards, and when they have determined which is the most perfect brand, they experiment to determine how that particular quality may be further improved. They then write specifications for an optimum product. The producer able to comply with these specifications secures the order, and in case there is any suspicion regarding the merchandise delivered, the engineers are again put to work. In this way much money is saved and a commodity obtained which exactly supplies the need.

Government analyses of products on the market are not made public. Specifications may be obtained but are obviously of little use to the individual buyer, except in institution and other quantity buying. There are many privately owned testing laboratories throughout the country which analyze and test products. Such services are expensive, hence only generally available to manufacturers, large retailers, and large-quantity users.

Standardization not only makes adulteration impossible but also improves the quality of commodities with regard to durability and use. It lowers the price and saves time and effort in shopping and buying. It seems a pity that government reports on at least some of the necessities of life cannot be released, and the public permitted to benefit by them. However, this can be brought about only through organized effort on the part of the consumer. Until the consumer is sufficiently aroused, there are certain things you can do, such as: (1) Find out all you can regarding the processes involved in producing the commodity. (2) Pay attention to tests and reports made by the American Medical Association and various college laboratories. (3) Encourage any local laboratories or bureaus your community possesses, such as the Bureau of Public Health, Bureau

of Weights and Measures, and the Better Business Bureau. (4) Make use of government bulletins, scientific journals, consumers' guides, trade papers. (5) Above all read the labels on the packages and insist upon more adequate labels.

Statements made on labels are legally binding. The following information should appear on the label of an honest product:

1. True common name of the product.
2. Disclosure of all ingredients of mixtures by their common names.
3. Statement of purity and concentration where relevant.
4. Statement that the product does or does not meet a federal specification for this type of product, where such specification exists.
5. Conspicuous statement of the net contents of a package to enable the consumer to make price comparisons among competing articles.
6. Name and address of manufacturer or distributor.

Ask your legislators to work for the release of the government reports and for the enactment and better enforcement of laws protecting the consumer. Especially demand government graded goods based on quality specifications and attested by grade labels of grade 1, 2, 3 or A, B, C qualities. Encourage manufacturers and merchants who are beginning to use specification labels, as of wool content, silk weighting, percentage of shrinkage, tensile strength of fabrics, and quality grade labels as on some canned goods. The main purpose of advertising seems to be to sell the product, and many advertisements are full of misrepresentation and propaganda so transparent as to be ridiculous. Laugh the testimonial racket out of magazine and radio advertisements. Demand fact advertisements and intelligent sales service. Report to your retailer any complaint about a product—he will be sure to pass it on. One has only to investigate a course in the psychology of salesmanship and advertising to realize that the welfare of the consumer is often of secondary importance to the making of a sale.

When determining what to buy, form the habit of letting your mind play over the following questions before making a purchase :

1. Does the commodity constitute a need or want? Think of other things you need and want, and decide whether or not this one thing is to be given precedence, or will some thing already in hand serve without making a purchase; or if a purchase is necessary, will some other commodity do better?
2. Would you be keeping within your income if you made this purchase, and what provision does your budget make for it?
3. Within what price range may this commodity be purchased?
4. Check the commodity against the following:
  - (a) Quality.
  - (b) Durability.
  - (c) Suitability, considering the use to which it is to be put.
  - (d) Beauty.
  - (e) Style—conservative, good lines, design, and color.
5. Consider the advantages and importance of each of the above, and determine what priced commodity you had best purchase.
6. Make sure maximum and lasting satisfaction, pleasure, and comfort will be realized from the purchase.

### QUESTIONS AND ACTIVITIES

1. How could boys as well as girls benefit by instruction in budgeting?
2. What factors, other than the love of variety, are responsible for the decrease in the demand for quality and durability?
3. Give an example of how you "avoided an expenditure by means of a makeshift or legitimate substitution."
4. Can any of your experiences in buying at special sales be used to illustrate some point made in this problem?
5. Do the stores in your community have a "Pin Money Shop," a "Thrift Shop," or a "Basement Store"? State briefly the policy of such stores.
6. Discuss mail-order buying. Have you studied a mail-order catalog for its fact description advertising? Ask your dealer for similar fact descriptions.
7. Discuss buying from house-to-house canvassers.
8. Discuss the use and abuse of the charge account.

9. Should the number of charge accounts be limited, and why?
10. What are some of the methods sometimes employed by merchants to restrict the return of merchandise? To prevent merchandise from being used and returned?
11. Has the government made rules and regulations regarding the sale and purchase of various commodities? Tell of them.
12. Some people say that it is good for people, especially those just starting out, to be in debt. What kind of debts would this include? Is it necessarily true? Can one be "in debt to one's savings account," and get the same stimulus to effort as from a debt burden?
13. Tell of the work of the following: Credit Union, Retail Credit Men's Association, Dun & Bradstreet.
14. Show how buying merchandise bearing the "Consumers' League" trademark testifies to the fact that one has a sense of social responsibility.
15. List the stores in your community which handle such merchandise.
16. Discuss co-operative buying. Make a plan for a business girls' co-operative magazine club; draw up rules for the club.
17. What consumers' guides or bulletins are you familiar with? Has your community a consumers' organization? Tell of its work. What has the local women's club done?
18. Bring in to class examples of good and bad advertising obtained from a local publication.
19. Tell of the processes involved in the production of some such commodity as yard silk or mercerized thread, and show what effect, if any, these have upon the quality of the merchandise.
20. What is your nearest local testing laboratory? Write to R. H. Macy & Co., New York, and to some mail-order houses for information on testing.
21. Has your community a Better Business Bureau? Have you or your friends ever made use of it? If there is not one, write to National Better Business Bureau, New York, for information.
22. Visit your neighborhood store; obtain both the cash price and the time price on some article like an automobile or piano, and figure up what rate of interest the carrying charge involves.
23. What is the law concerning labels? See the *Journal of Home Economics* for progress in quality labelings.
24. Get circulars of Consumers' Research, Inc., Washington, New Jersey, and discuss its function.
25. Give the titles and names of the authors of recent books which give information concerning some of the purchases a girl would make. Be prepared to discuss their helpfulness.

**PROBLEM 5. WITH WHAT BUSINESS TERMS AND PRACTICES SHOULD THE GIRL JUST STARTING OUT IN LIFE BE FAMILIAR?**

**The value of experience.** To the inexperienced girl just making her start, the business world appears a mystic maze of business terms and practices. She is forced to admit that she has encountered many of them at various times but has failed to make them take on meaning. This is not entirely due to lack of interest on her part nor to the fact that she is dilatory, but to her failure to realize that there is scarcely an experience in life, regardless of how unimportant it appears to the individual at the time, that cannot be turned to good account at some time or other. Experiences, no matter how trivial, not only promote growth and season life but also develop good judgment. Business men say high school graduates are young, inexperienced, and lacking in good judgment. But good judgment comes not so much through age as through alertness to even the most trivial experiences. True, specialization is demanded of us, but it is imperative that we live lives of broad interests at the same time. Interest and alertness must be accompanied by a desire to profit by these experiences.

Everyone should strive to become more or less familiar with general business principles and practices which affect the real and personal rights of individuals, both singly and collectively, and which one in the business world has frequent occasion to encounter. Get the dictionary habit and the encyclopedia habit. When you hear a new word or technical term, look it up in the dictionary; when you come upon a new subject, read the encyclopedia article about it. Dorothy Canfield Fisher, when asked recently to recommend the most interesting book she had read, answered instantly, "The encyclopedia." Perhaps that is why she writes some of America's most interesting stories herself! Plan to have a dictionary—and at some time an encyclopedia—of your own, and, if you are going into business, reference books on business methods.



## QUESTIONS AND ACTIVITIES

1. How do you open a savings account?
2. How may deposits be made, and by whom?
3. How may withdrawals be made, and by whom?
4. What is interest? When is it calculated? What is the present rate? Account for the recent lowering of the interest rate.
5. How do you bank by mail?
6. Discuss the use of checking accounts. Give three reasons for having a checking account. What charges are made for having a checking account, and why are these made? How do you open a checking account?
7. Use a copy of the form shown below and write a check in payment for a coat purchased at the Wilson Clothing Company by May Smith for \$38.95. Fill in the stub properly and explain its use.

No. _____ 19____ To _____ For _____	<b>WEST SIDE DIME SAVINGS BANK</b> <b>COLUMBUS, O.</b>																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Bal. For'd</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>Deposited</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>This Check</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bal. For'd</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Bal. For'd								Deposited								Total								This Check								Bal. For'd								_____ 19____ No. _____ <b>PAY TO THE ORDER OF</b> _____ \$ _____ _____ DOLLARS
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8. Why, where, how, and when do you endorse a check? Who is the payee?
9. When is a check "endorsed in blank"? Is this a wise thing to do?
10. When should checks be presented for payment?
11. Fill in a copy of the deposit slip illustrated opposite showing a deposit of the following: a ten dollar bill, one dollar fifteen cents in change, a check for five dollars, and a second check for twelve dollars ninety-eight cents.
12. How are joint accounts used, and by whom?
13. What should you do in case you lose either your savings or commercial bank pass book?
14. How do you make a deposit in case either book is missing?
15. What is a certified check? Discuss its use. Should it be destroyed if not used?
16. What is a cashier's check? Discuss its use.
17. When would you write "Pay to cash"? When "Pay to self"?

**DEPOSITED WITH**  
**THE WEST SIDE DIME SAVINGS BANK CO.**

Columbus, Ohio, \_\_\_\_\_ 19 \_\_\_\_

By \_\_\_\_\_

**PLEASE LIST EACH CHECK SEPARATELY**

DOLLARS	CENTS		
			<b>TELLERS</b>
		CURRENCY	
		COIN	
		CHECKS	<b>STAMP</b>

**FORWARD THIS DEPOSIT TO**

\_\_\_\_\_ **OFFICE**

**ITEMS RECEIVED FOR DEPOSIT SUBJECT TO REGULATIONS**

18. What is a monthly statement? Of what value is it to the depositor?
19. Of what value is a returned check stamped "Paid"?
20. How would you stop payment on a check?
21. How are checks protected against "raising"?
22. What is an overdraft? What are the penalties connected with it?
23. Define: negotiable instrument, collateral, bond, bill of lading.
24. What is a draft? How is it used? State its form.
25. What is a note? How is it used? Give its form. Should you sign or "go on" anyone's note?
26. How do you borrow money?
27. What is security? What is offered for security?
28. Why and how do you check bills before paying them? Why is it so convenient to pay by check? How else may bills be paid?
29. Write a receipt for your room and board for one month as per your budget. How long is it necessary to keep receipts? Can you suggest a convenient way?
30. What is a convenient way of paying public utility charges such as those for electricity, gas, and water?
31. What is an A.B.A. check? How much do these checks cost?
32. From your local post office obtain a copy of the "Application for Domestic Money Order," this one copy to be used as a model by the entire class. Copy the form and fill it in as you would to send your mother a money order for ten dollars.
33. From your local telegraph office obtain a copy of the proper blank and use this form as in Exercise 32 to telegraph ten dollars to your mother.
34. Define the following terms and tell how each term is used in business.

bankruptcy  
bill of lading

bona fide

breach

by-laws

chattel

client

C.O.D.

code

collateral security

consignee

consignor

covenant

decree

default

f.o.b.

forgery

garnishment

good will

incumbrance

indenture

injunction

insolvency

intestate

inventory

invoice

legal tender

lease

lessee

lessor

lien

mechanic's lien

outlawed

receiver

statute of limitations

tenant

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Courtesy The Cleveland Museum of Art

**"Portrait of Alice in Her Grandmother's Gown"  
by William Merritt Chase.**

**Home surroundings mold and develop character and  
personality.**

## Unit Ten

### LIVING AT HOME AND ELSEWHERE

To be happy at home is the ultimate result of all ambition, the end to which every enterprise and labor tends, and of which every desire prompts the prosecution.

—Johnson: *The Rambler*.

#### PROBLEM 1. SHOULD A GIRL LIVING AT HOME BE RESPONSIBLE FOR THE CARE OF HER BEDROOM?

**Daily care.** When a girl lives at home she should take pride in caring for her own room. This includes daily as well as weekly care. Even though there may be a household worker to do the sweeping and dusting there are numerous duties which any self-respecting girl should wish to do for herself. Since only one family in twenty can afford a hired worker, let us be honest and say that practically every family does its own work and the question for us is, What can a girl do to lighten the household burdens of her mother?

Before going to bed at night, one should fasten back the curtains or draperies so that they will not sweep out of the window and get soiled. Spreads and counterpanes should be neatly pulled back over the end of the bed or entirely removed and folded carefully. Articles of clothing which do not need to be aired should be put away.

In the morning after rising and dressing, the covers should be pulled back over the end of the bed, pillows thumped and moved about, and the bed allowed to air while one is eating breakfast. Of course, all windows should be open to permit as much fresh air as possible to enter the room. After breakfast the bed should be carefully made. Sheets should be

smoothed out and the extra covers and spread replaced, seeing that margins on each side of the bed are even. The top of the dresser should be in order and all traces of hair or powder removed. When everything in the room has been put in place the windows should be closed, the window shades drawn to an even height, and the draperies arranged.

If accessories and soiled clothing are put away immediately upon removal, it will require only a few minutes each morning to straighten one's room. If things are allowed to accumulate, then the task is a difficult one. It is just as easy to hang up clothes as to throw them on a chair. A girl who starts the day with a well cared for room begins the day as she should. Her room is bound to reflect her character and tastes.

**Weekly care.** Daily care of one's bedroom is not sufficient to keep it in perfect order. Once a week more time should be devoted to thoroughly cleaning and dusting the room. If a girl works or attends school, then Saturday afternoon or Sunday morning will probably be the best time to choose. The mattress should be turned and the linen changed. The rugs will need to be shaken and swept, and the floors and baseboards thoroughly dusted. All furniture should be dusted. Floors of closets should not be overlooked. It is here that dust and fuzz from woollens collect.

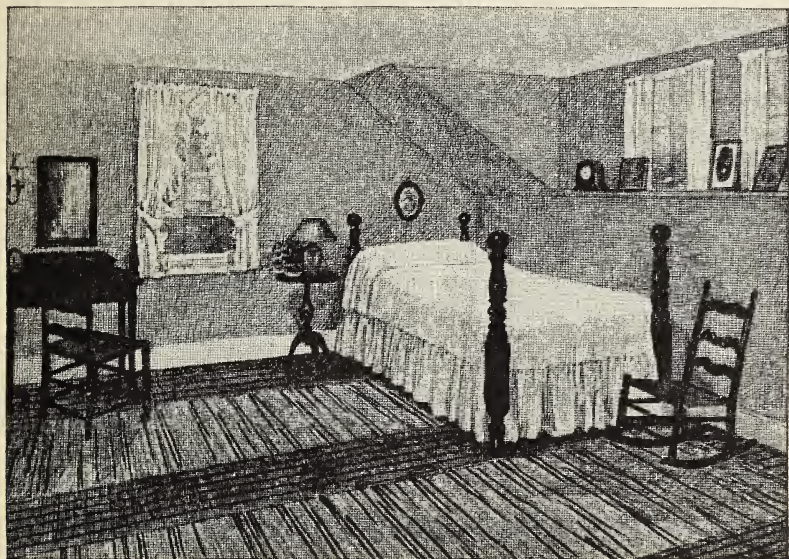
Mirrors and toilet articles need to be polished to remove finger marks and dust. Inspection of dresser drawers and the closet at this time is advisable. Of course, if the habit of a place for everything and everything in its place is observed daily, then inspection is unnecessary.

If the family is small, the best place to keep cosmetics is in the bathroom closet. Here the powder and hair can be more easily wiped up and are not carried on to the rugs and through the house. However, if the family is large this may be an inconvenience. Then cosmetics should be kept in the dresser drawer in a suitable compartment. An attractive bureau should not be covered with bottles of lotion and jars of creams. The



effect is untidy. However, an attractive, tightly-covered jar containing powder may be kept on top of the dresser.

**General help around the home.** Any young girl living at home should assume her share of the family responsibility. To eat, sleep, and enjoy all of the comforts and privileges of a



Courtesy Barry Brothers

### **A cosy attic bedroom for a girl.**

home without giving anything in return is indeed the life of a parasite. Even if the girl is employed and pays her board, there are many little tasks which she should perform in return for the many thoughtful things her mother does for her—things landladies will not do for one, and which money cannot buy. Besides these personal favors which one accepts at home, there is the saving derived from use of the family supply, such as contents of the medicine cabinet, or free use of the telephone, electric iron, and dry cleaning facilities. Even though the family may not need financial aid from the daughter, it behooves the girl to pay a weekly amount as a means of character



development. Girls who spend all their earnings on themselves often become selfish spendthrifts. The habit of saving should also be developed early.

A thoughtful girl will choose some duty about the house and see that it is performed each day. It may be straightening the living room each evening before retiring. Newspapers and magazines should be put away, ash trays emptied, chairs placed properly. Another task might be regular cleaning of the bathroom. If every member of the family carries out his responsibility of cleaning the tub and basin after using, the weekly cleaning will not be so heavy a task; but the floor, toilet, and faucets will need attention.

If there are smaller children in the family, the older sister should remember that whether she is conscious of it or not, what she does serves as an example for them. If older sister throws her coat and hat on a chair, little brother will probably imitate her. In fact, the older sister can do much to lighten her mother's burdens by helping to train her small brother and sister.

### QUESTIONS AND ACTIVITIES

1. What is meant by individual housekeeping obligations?
2. Make a list of housekeeping duties which high school girls might assume.
3. If a girl shares a room with her sister, how should the responsibility for care of the room be divided?
4. Visit a department store and find out what appliances are being sold as aids for keeping dresser drawers, closets, and shelves orderly.
5. How may one's character and tastes be reflected in the furnishings and appearance of one's room?
6. What is meant by setting an example for younger brothers and sisters? Suggest how this may be done in your home.
7. What are the differences between one's own home and a boarding house? What are some of the personal satisfactions in being with one's own family? Make a list of suggestions as to personal attitudes of the girl at home that will make family life more deeply satisfying to herself and other members of her family group.

**PROBLEM 2. WHAT ARE IMPORTANT CONSIDERATIONS FOR THE GIRL LIVING AWAY FROM HOME?**

**Importance of environment.** Whether a girl lives at home with her family, goes away to school, or moves to another city to work, there are certain conditions, influences, and surroundings which affect her life. The people with whom she lives—their customs, habits, manner of speech, and standards of living—will have a great influence in molding and developing her character.

If the environment is pleasant, helpful, and comfortable, then one is more likely to be a successful and an interesting person. This, of course, does not always follow; but the greater the advantages one possesses in environment, the greater the opportunity for enriching one's personality.

A pleasant, well ordered home contributes to the health, happiness, and efficiency of the worker and also provides a proper and suitable place for spending leisure time.

**Going to another city.** If a girl goes to another city to work, she will be wise to have a definite job before going. For her own safety and peace of mind she should have established contact by letter with someone before her arrival, especially if she is going to a large city. The simplest way is to write to a friend or relative and ask him to secure temporary living quarters for her. If this is not possible, then a letter directed to the Y.W.C.A. will receive a prompt and satisfactory answer. If rooms are not available at the Y.W.C.A., a list of well recommended private homes will be furnished. If the city is too small to support a Y.W.C.A., then one should write to the pastor of the church of the denomination to which she belongs. Certainly one of these three suggestions will secure accommodations for her. The advertisements in newspapers are not of any value unless one is very well acquainted with the various sections of the city, and, like signs of "furnished room to rent," are not safely to be relied upon, as one may be led into a most undesirable district or a rooming situation that is poten-

tially dangerous. "Room Registries" of inspected furnished rooms, conducted by the Y.W.C.A., Catholic Big Sisters, and Young Women's Hebrew Association in large cities, render an important service. In any emergency an application should be made to the Travelers' Aid, offices of which, open twenty-four hours a day, are maintained in the railway stations of large cities.

**Renting a room.** *The location* is the first consideration when renting a room. If there is a desirable residential district within walking distance of one's place of work, then the wisest and most economical thing to do would be to live near by. Frequently offices and places of business are a great distance from suitable living quarters. Then one must be careful to locate near a bus or street car line. Be sure not to select a place which requires a long walk down a dark, poorly lighted street at night. There may be times when a girl may need to go home alone after dark, and there should be no cause for fear or alarm.

Along with the location, consider the external appearance of the houses in the section. Are they well kept? Are the yards clean? Would this be a place to which you would be proud to invite your friends? If the place has an air of slovenliness, a down-at-the-heel look, then this is not a place for an ambitious, energetic girl who hopes to advance. A place within walking distance of a neighborhood business center will have an added advantage. A convenient dry cleaning establishment, shoe repair, postal sub-station, tea room or restaurant, and even a neighborhood movie will aid the girl on a limited income.

*The price of the room* will depend first of all upon the location. A room in a modern house on a prominent street will be more expensive than a room in a very modest and simple house on a back street, far from the car line or business center. A large front room that is well furnished and near a bath will, of course, be more expensive than a small back room or one on a

third floor. Whether or not the room is to be shared with a friend will also affect the price.

*The first sight of the landlady* should give the person renting a room a pleasing impression. If she answers the door bell promptly and receives the applicant cordially and courteously, it is quite evident that she is anxious to please. The very atmosphere of the front entrance should also be a guide to a prospective renter. If hats and coats are carelessly lying on chairs, cigar ashes and newspapers strewn about, and tables covered with dust, there is no doubt that the place is undesirable. If the air is scented with strong odors of cooking or stale tobacco smoke, it is quite certain that the house is seldom aired.

A satisfactory landlady has every right to ask the applicant various questions. She may wish to know the type of employment, the hours of leaving for and returning from work, the reason for moving, and may also ask for character references. A landlady who is careful of the reputation of her home means no offense when asking these questions. She is only protecting her guests and family.

If there are any rules to be observed in the house, the landlady should state them explicitly at the same time she states the price and privileges allowed.

Naturally, the amount of service received depends upon the amount paid. Usually the landlady keeps the room clean, makes the bed, and changes the linen. General picking up and keeping things in order is expected of any desirable paying guest.

If there are certain rules of the household which are not agreeable to the applicant, she should not decide to live there unless willing to abide by them, since these rules cannot be altered.

Some rules set down by landladies are as follows:

1. No laundering must be done in one's room or bathroom.
2. An electric iron is not permitted unless current is paid for at so much an hour—5 cents to 10 cents per hour.

3. Electric grills are not allowed.
4. Eating in one's room is not allowed.
5. Lights must be turned off when not in use.
6. Rent must be paid in advance.
7. A charge of 5 cents is made for each outgoing telephone call.
8. No gentlemen callers may be taken to one's room.
9. An extra charge is made for an overnight guest.
10. Shampooing of hair is not allowed in bathroom because hair clogs the drain.
11. The living-room may be used for callers only once a week.
12. Girls must not come home at early morning hours unless from some special social function.
13. The landlady must be informed beforehand if one expects to be out late.
14. The name and address of a relative who may be informed in case of illness or accident must be provided.
15. The furnishings of the room may not be changed.

Probably no landlady would set down all of these demands. A considerate and self-respecting roomer would try to observe most of these rules even if the landlady did not make them.

A spirit of good fellowship must exist between the landlady and tenant if conditions are to be ideal. Neither person should have perceptible curiosity toward the other's affairs. If a courteous, pleasant, but businesslike, and impersonal relationship is established and maintained, the arrangement is usually very satisfactory.

The occupants of the house, including the size of the immediate family as well as other roomers, are worth considering. If there are several badly trained children in the family, or if two or three children are taking music lessons, the chances for privacy or quiet for study and reading will be very slight. A girl would not, of course, wish to live in a house where all other roomers are men.

If board is furnished with the room, one must decide whether it would be more practical and economical to eat at home or in restaurants. If hours of employment are irregular or one is frequently out of town for week ends, it may be too costly to



pay board by the week. Sometimes a flat rate is deducted for any meals missed. Here again, the abilities of the cook, the attractiveness of the dining-room, the congeniality of the other guests, and the cost, must all be considered before deciding. If in doubt about the board, it might be well to arrange to take a few trial meals before making a definite decision.

**Personal relations in private home.** Your attitude toward fellow boarders should be similar to that of the landlady. If two friends are living in the same house, their relationship will, of course, be more intimate because their friendship has been previously established. However, in any case, one should not show too much interest in the affairs of other people of the household. Questioning and unsolicited taking of messages and telephone calls is in very bad taste. Borrowing of stationery, stamps, thread, in fact anything, soon becomes a habit, and the person who practices this becomes a nuisance to the entire household. Spending an evening in another person's room should not be done except upon invitation.

Forcing oneself upon someone for entertainment and amusement is not a desirable method of being agreeable. A great many people who work long hours have only a short time in the evening for relaxation or to carry out any of their plans. It is not fair to spoil anyone's evening because of thoughtlessness or carelessness.

Radios should be turned off or turned very low after 10:30 P.M. in order not to disturb those of the household who retire early.

If there is only one bathroom, try to regulate the use of it in order to cause the least possible conflict. A girl who locks herself in the bathroom for an hour or more while washing out hosiery and lingerie is both selfish and inconsiderate. Almost all homes allow roomers the use of the laundry free of charge.

A girl living away from home should not leave personal letters, jewelry of any value, or money about her room. These things often offer great temptation to people who are not very strong-willed. Valuables and personal documents should be

kept in a locked drawer or trunk. Doing so may avoid an embarrassing situation for oneself and for others of the household. When there are many people coming and going, the landlady cannot be held responsible for things lost or stolen.

If the mistress of the house allows the use of electric grills, one should not abuse the privilege by attempting to cook strong-flavored foods or to fry bacon or steaks. The odor of cooking will penetrate the house as well as cling to the curtains and draperies. Potted meats and cheese for sandwiches may be kept on hand in small glass jars in cold weather. Hot chocolate, tea, toasted sandwiches, and canned soups are the most satisfactory foods to be prepared on an electric grill in a room.

If cooking is done in one's room, a special shelf or compartment should be set aside for keeping dishes, silverware, and supplies, such as tea, cocoa, and sugar. A dishcloth and towel may be kept on a rack in the closet. A small, granite pan instead of the lavatory in the bathroom should be used for washing dishes. Any particles of food left over should be wrapped in waxed paper and kept in covered containers. All scraps and crumbs should be wrapped tightly in paper before being deposited in the wastebasket. A better plan is to carry waste directly to the garbage can or furnace. After eating in one's room, all signs of the meal should be completely cleared away. A varnished or waxed table should be carefully protected from water spots and heat. If a soft cloth or towel is placed on the table, then several layers of newspaper, and then oil cloth or a luncheon cloth, the finish of the table will not be impaired.

Sometimes a kitchen is provided by the landlady for general use of girls in preparing breakfast and other meals. In this case cooking utensils and dishes are provided, but each girl is expected to furnish her own dish towels and table linen. Individual closets are provided for storage of supplies while partitions are made in the icebox and a shelf in the pantry assigned to each girl for storage of fruits and vegetables. Small card tables or round, gate-leg tables large enough for two persons give the dining room the appearance of a tea room. Such fur-

nishings create an atmosphere of good fellowship and also give the lonely girl an opportunity to become acquainted. The plan works well only when each girl fully realizes her responsibility for leaving the kitchen in perfect order immediately after the meal.

**Minor but important considerations.** In winter a liberal supply of heat is necessary for the comfort of the occupant. If the room faces north and has French windows which are not weather-stripped, there may be much doubt of its being successfully heated in extremely cold weather. Steam heat or hot water is considered more satisfactory than a hot air furnace for heating second floor rooms, especially if the house is of good size. Look at the size and location of the radiator. At least there must be some means provided for adequate heating. Small bedrooms sometimes have no radiators at all and depend upon heat from the hall. This, of course, is only accomplished by leaving the door open and, therefore, affords no privacy.

A room which is to be used as a combination living and sleeping room should be well ventilated. Cross ventilation is desirable if possible. The room should be large enough so that the bed need not be directly in front of the window. A room with only one window is difficult to ventilate. Try to obtain two windows; if this is not possible, a window and transom will do.

A room overlooking a well-kept lawn or garden is much more interesting than one looking out on a white-washed brick wall, an alley, or another building. It is best to see a room in the daytime in order to judge the outlook. A room with southern exposure, or receiving sunlight at least part of the day, is to be preferred.

There should be good and sufficient light in daytime and satisfactory artificial light at night. If the room is well situated and has good lighting, it should be possible to read, sew, and work in the daytime without using electric light. A dark, poorly lighted room is depressing and uninviting.

Adequate closet space with a rod the full length, plenty of hooks, and a door to keep out dust is desirable. There should be shelves for storage of luggage, hat boxes, and clothing not used continuously. An ideal closet would have a window and electric light, but such accommodations are rare.

**Furnishings of a room.** After taking into account the cost and location one should carefully inspect the furniture. The bed is undoubtedly the most important single item, and a good mattress and springs are far more essential than the latest style. No conscientious landlady will object if the spread and covers are drawn back and the mattress and springs examined. This will also offer an opportunity for seeing that there are no bed-bugs. Coil springs are superior to mesh wire springs because the latter sag and stretch. If the bed appears flat and smooth, one may be inclined to believe that the mattress is satisfactory. Sometimes an old or bumpy mattress is concealed by pads, comforts, and even feather mattresses.

If the landlady consents to a courteous request, one might even lie on the bed to test it out. A thick mattress and coil springs in good condition are almost sure evidence of a good bed.

Besides the bed, there should be a dresser, a table or desk, one easy chair, and one straight chair. If possible, there should be a couch which can be used in the daytime for resting so that the bed need not be disturbed. A reading lamp is very necessary also. Usually linens for the bed, as well as towels and washcloths, are supplied by the landlady.

**An ideal bedroom.** Whether one rents or is living at home, one's bedroom expresses one's own personality and preferences. We shall consider some of the possibilities of room arrangement in terms of ideals which can doubtless be realized by any one of us only in part. If the room is rented, one would have to secure the landlady's permission and co-operation to carry out some of these possibilities, and, similarly, the co-operation of one's family if living at home.



Sometimes bedrooms are furnished to look like studies or living-rooms. Then the bed is either a studio couch or a convertible davenport covered with tapestry or chintz. The dresser may be concealed in a large closet which contains an electric light and serves also as a dressing room. Sometimes in-a-door



A chest of drawers will furnish space for lingerie and accessories for the girl who lives away from home.

beds are arranged with extra space concealed for dressing. If neither of these arrangements is possible and a studio room is desired, then a chest of drawers containing one's personal belongings may be used. If toilet articles are kept out of sight and a pair of candlesticks or a vase placed on top of the chest, the living aspects of the room will be emphasized.

**Intimate touches.** The bare essentials of the rented room do not make a home. Personal belongings, intimate touches of the individual, are the things which make the room distinctive



and individual. Pictures, books, lamps, pillows, steamer rugs or afghans, and even draperies may be replaced or supplied by the girl, according to taste, to make the room more acceptable to her. Girls who live alone often derive much pleasure from caring for potted plants. Tiny cactus plants of all descriptions



A studio couch conceals the bedroom aspect for the girl who lives in one room.

may be purchased for nominal prices. If placed in gayly colored china bowls, they add life and cheer to the room.

It is the choice of little things which is an indication of the personality of the owner. If gaudy colors, cheap pictures, and trashy books are chosen, a visitor has every reason to believe that the owner is ignorant. The room should show daintiness, simplicity, and color-harmony expressive of the personality of the occupant. The gaudy display of high school or college pen-nants, pictures of movie stars, and party favors are all marks of poor taste. The problem of decorating a room may furnish

a very interesting and profitable problem for a girl's leisure hours if she is not anxious to complete the task too hastily.

**Rearranging a room.** If a furnished room has good qualities of space, ventilation, heating, lighting, and outlook, but is drab and uninteresting, one should not be discouraged because of the furniture. There are three possible remedies: (1) Elimination. (2) Rearrangement. (3) Concealment. First of all, every object in the room should be appraised. If any piece does not fit into the room and is not needed, it should be removed. A room which is crowded and cluttered is not conducive to relaxation and rest.

Shift the remaining articles of furniture until you find the place where they fit best. Where a number of shapes are used there should be an orderly arrangement. Large objects (bed, couch, or dresser) should be placed parallel with the walls. Only the smaller objects may be placed at slightly varied angles. Too many diagonal lines will spoil the effect and will result in confusion. Even the shape and arrangement of pillows and pictures will do much to make or mar a room.

After elimination and arrangement have been accomplished, one more step may be necessary before desired results are obtained. Radiators, built-in shelves, and paneling or transoms may be much better if concealed by draperies and cretonnes.

**Color schemes.** Before the color scheme of a room is chosen it is well to realize that certain colors exert emotional influences upon people. Warm colors are stimulating and cool colors are tranquilizing. Neutral colors lack character unless they are accented by brighter colors. The following table classifies the warm, cool, and neutral colors.

## WARM COLORS

Yellow  
Orange  
Brown  
Pink  
Red  
Rose  
Rust

## COOL COLORS

Blue  
Aquamarine  
Green  
Violet  
Plum  
Jade  
Orchid

## NEUTRAL

Gray  
Ivory  
Buff  
Cream  
Tan  
Mauve  
White

White must be used with care, for too much of it gives a dazzling effect. White mats and centerpieces often are too great a contrast to the surroundings and are likely to "stand out"; also white is impractical in a smoky city.

Black is depressing but has possibilities when used with bright-colored textiles because it enhances their rich colors.

Pure colors are too positive and crude when used for interior decoration; neutralized with gray they become softened and more refined. The background should be less intense in color than the decorative objects that are to appear against it. Thus walls, ceilings, and floors should be less intense than hangings, rugs, pictures, and upholstering. The larger the area, the less intense the color should be; the smaller the area, the more intense it should be. Sofa pillows, lamp shades, and small ornaments should be more intense than rugs and draperies.

There should be one dominant color in every room. The purpose of the room, the light it receives, and its size, should decide this color. One's favorite color is not always what should be chosen for the room. A color may be emphasized by using it in one or two small objects, such as a lovely vase or picture. This color may be much more pleasing if used sparingly than profusely in rugs, draperies, pictures, and pillows. When too much color is used, the desired effect is lost.

#### SUGGESTED COLOR SCHEMES FOR BEDROOM

Ivory—old rose	Blue-gray—cream
Turquoise blue—pink	Orchid—green
Green-yellow—mauve	

#### SUGGESTED COLOR SCHEMES FOR STUDIO

Mulberry—green	Russet—citron
Tan—old blue	Golden brown—plum
Sage green—henna	Red-yellow—gray

**Wall coverings.** The size of the room, direction of light, and number of windows will influence the colors to be chosen for walls. If the room is small, light colors will make the room

seem larger. Dark colors will make light rooms seem smaller and darker. If the room has a cold north exposure, warm colors will give the effect of warmth and cheer. Cool colors make a sunny, south room seem cooler.

If the room is to be used for sleeping purposes, it should suggest rest. It is better to have the walls in some such neutral color as sand, gray, or ivory and one's favorite color in draperies, pictures, cretonnes, or upholstering. Large designed wall coverings rule out figured rugs, draperies, pictures, and many small designed objects. There is much less likelihood of making a mistake and of growing tired of wallpaper if a plain design is selected.

The ceiling should be very light but never white except in white rooms. A faint tint of the predominating color of the room or an ivory color is best for the ceiling. A wide, brightly colored border is not good because it detracts from the center of the room. A picture molding should be placed against the ceiling.

**Floor coverings** should be darker than the walls in order to give an appearance of firm foundation. Plain rugs as well as plain walls make perfect backgrounds. If a design is used, the pattern should be conventional and without central figure or spotted effect. The colors should be softly blended. Too many small scatter rugs give a discordant effect and break up the floor space.

**Window hangings** for the bedroom should be in keeping with the rest of the room. If the room is small, draperies should be the same color as the walls in order to enlarge the wall space. If many pictures are used, then the curtains should be of plain weave and design.

If designed material is chosen, the personality of the person, the size of the room, and the color of the furnishings should be carefully considered. One soon tires of splashy patterns and bright colors. If the room is furnished with a studio couch instead of a bed, darker, richer draperies, similar to those used in living rooms, are more appropriate.



Window shades should be opaque enough to shut out the early morning light and should roll up and down easily. A more modern method entirely dispenses with window shades and substitutes glass curtains with heavier draperies made full enough to cover the window completely when privacy is desired. A contrivance of cords and pulleys on a rod attachment facilitates the drawing back and forth of the draperies. Venetian blinds are convenient but expensive.

When buying draperies, arrange the material in folds and view it hung before a window to get the effect of daylight on color and design. Light coming through some materials makes the color more pleasing, while in heavier materials the color cannot be seen because of the heavy weave. If curtains lose their beauty when light shines through them, they should be lined in order that their color may be enjoyed inside the room.

Thin curtains or glass curtains used with draperies are often needed for privacy or to shut out too bright a light. Some of the best materials for glass curtains are voile, marquisette, and scrim. The materials which are used most commonly for overdraperies or as single curtains are rep, chintz, cretonne, pongee, monk's cloth, casement cloth, linen, and gingham.

For bedrooms, curtains and draperies should be chosen which will not be affected by sunshine or dampness. They must be hung so that they may be pulled back at night to provide adequate ventilation and to prevent their blowing out to wipe up dirt on the window sill. From a hygienic standpoint, simple curtains which can be laundered frequently are best for the bedroom.

**Lighting fixtures.** A central light in the ceiling is convenient to use for general activities. However, lights on each side of the dresser are desirable to give suitable light for dressing. In addition, extensions or wall sockets should provide additional lamps for sewing or reading. A bridge lamp with sufficient cord can be used near a desk and then moved for reading in bed.

Lamps, if correctly chosen, can give a very simple room an



air of coziness. All odd and unusual shapes should be avoided. The base should be well designed and the shade in proportion to the base. The color of the lamp in daytime and when lighted, its relation to the general color scheme, and the amount of light it throws out are all important considerations. The colors selected for lamps should suggest the color of light. Bright red and flame color are too conspicuous, and take away the softening effect gained by shadows. If several lamps are used in one room, they should be keyed to one color, or at least have something in common. If several lamps are used, one would wish to pay an extra service cost, just as for other unusual advantages enjoyed.

**Pictures.** Pictures should make an appeal through color, beauty of line, interest of design, or by the story they tell. If one can appreciate good line, quality of color, or design, then the picture will be valued whether or not it tells a story. A picture of nature should not be an exact copy—it should merely be the artist's interpretation.

All pictures have a design. It may be prominent or indistinct. A well designed picture has organization. Some pictures rely entirely on line to furnish pleasing qualities. They may not even be true reproductions of the object or scene, but the beautiful lines make up for the lack of color and exactness.

Color is more generally desired and enjoyed in pictures because it makes a special appeal to the individual. Occasionally all four qualities such as line, pattern, color, and theme are found in one picture.

Sentimental or pretty pictures fail to give a room an air of dignity and character. They simply depict the owner of the room as a shallow person lacking in judgment and appreciation for the good and the beautiful.

If there is much design and color in the wallpaper and draperies, then it may be best to eliminate pictures entirely. If the room lacks character and is monotonous in color, one or two well chosen pictures may be used to give it more life and color. If there is a great deal of color but little or no design in the

wallpaper, etchings or drawings with little or no color will supply interesting lines.

Pictures should be in keeping with the furnishings of the room and may be more personal in nature, since this room is more or less private. Religious pictures may be selected for the girl's room because their spiritual quality would be more suitable in a private individual room than in the more public living-room.

Original paintings should not be purchased unless the buyer's knowledge of art and her financial status insure the selection of true works of art. Reproductions of well-known masterpieces are safe investments and may be secured at very reasonable prices. Japanese prints are excellent for bedrooms.

*Picture frames* should harmonize with the pictures. Ornate, gilt frames call too much attention to themselves and thus detract from the pictures. They can be improved by rubbing brown stain into them. Sometimes, when a dark frame seems too great a contrast to a picture of soft grayed colors, it can be improved by gilding the frame. The combination of gilt paint over the dark brown wood gives a soft dull bronze effect. If there is action which carries the eye out of the picture, then a mat is necessary. Sometimes the central figure is so near one edge that a mat is necessary to supply background.

*To hang pictures*, place them so the center of interest comes at about eye level. Sometimes in group hangings it is desirable to place them a little lower than eye level, as a grouping over a table. They may be grouped higher than eye level over a bookcase. If several pictures are used in a group, they must have harmony of color, line, design, interest, and frame.

A small picture should not be hung near a large one or over a large piece of furniture. Hang vertical pictures on vertical wall spaces and horizontal pictures on horizontal wall spaces. The tops or bottoms of groups should be in a straight line; if they are hung over the straight long line of a couch or low bed, then the lower line should be straight. If they are hung over

furniture irregular in shape, then the pictures should be on a straight line on the top.

Pictures should be hung flat against the wall and not allowed to tip forward. Place the screw eyes for the picture wire high on the back of the frame, and it will not tip. Invisible hanging is best, but if the picture is to hang from the molding then two parallel wires should be used. Special hooks for hanging pictures without parallel wires can be bought at the five and ten cent store. They are much better than nails because they give a firmer support and do not mar the wall-paper.

**Other hangings.** Embroidered panels, linen prints, woven textiles, and mirrors may be used to supply an interesting note. Whatever is used, whether pictures or substitutes, they should be chosen in terms of the best art values one knows. When an improved appreciation for pictures has been developed, some of one's outgrown possessions should be replaced. Poorly chosen pictures shout loudly of one's mistakes.

#### TO CHECK PICTURE ARRANGEMENTS

1. Each picture must help beautify and complete a group.
2. Pictures should be hung so as to form a unit with furniture.
3. They should all be hung at about the same level.

#### IDEAL FEATURES OF BEDROOM

1. A fireplace is desirable. Gives room homelike atmosphere.
2. Room should serve comfortably as sleeping, dressing and sitting room.
3. Colors should be restful.
4. Soft tinted walls are best background for draperies and furniture.
5. Bed should not face windows.
6. Dresser should be placed to get good daylight as well as electric light.
7. There should be a desk or a table with drawer.
8. Have an easy chair near fireplace, table, or window.
9. If possible, a sofa or chaise-longue adds to comfort of room.

10. Color scheme of the room should be carried into the bed coverings, spread and draperies, cushions, walls, and rugs.

### QUESTIONS AND ACTIVITIES

1. What is meant by environment? What effect does it have on one's work? Leisure time? Happiness?
2. What does the location of one's home mean to others?
3. If you were going to another city to work, how would you find a suitable place to live?
4. Should a girl with a retiring disposition, on going from a small town to a large city to work, select a room with a private family or live alone in an apartment? Give reasons for your answer.
5. What furnishings are usually supplied in a rented room?
6. What may a girl be expected to supply?
7. How may a girl find self-expression and satisfaction in choosing and keeping about her a few objects that supplement essential furnishings?
8. How is a girl's personality reflected in the intimate objects she may choose for her room?
9. What part does the landlady play in maintaining an agreeable atmosphere?
10. How far is the landlady responsible for the illness and health of her roomer?
11. Should the rules of the house be observed whether they seem reasonable or not?
12. List things which are inappropriate for a girl's bedroom because they are dust catchers or cause unnecessary work.
13. Discuss equipment necessary to a well-appointed bed.
14. Discuss proper things to keep on top of a dresser.

### PROBLEM 3. HOW WILL LIVING IN AN APARTMENT DIFFER FROM LIVING WITH A PRIVATE FAMILY?

Selecting an apartment will necessitate almost the same considerations as selecting a furnished room. Other important points will enter here also. The number of people who will occupy the apartment will determine the number of rooms needed and the price. When girls of varying occupations, employed in different sections of the city, live together, it is best

to choose some centrally located apartment, convenient to all members of the group.

If all of the girls are earning good salaries, they may be able to rent a large apartment allowing a bedroom for each girl. This, of course, is an ideal arrangement and is possible when several girls live together. The cost of living may be greatly reduced, however, if two girls share a bedroom.

The main entrance of an apartment gives a first impression to callers just as a reception hall or front porch impresses the caller in a private home. If the apartment halls are kept clean, the brass polished, and mail cared for in an orderly way, a favorable impression is created. Softly tinted walls and neutral carpets are in better taste than the cheaply frescoed murals, electrically lighted statues, and mirrored walls of some over-ornate apartment entrances. It often follows that these superficial decorations attract loud, inconsiderate, and undesirable tenants.

Unless the apartment has a doorman, there should be a locked door, released by buzzer or opened with key, between the front door and the main lobby or entrance. This keeps out salesmen and peddlers and offers a greater degree of privacy and security.

Another important external feature of the apartment is the mail box. There should be a good lock on it. Vandals in large cities have made a business of prying open mail boxes, and sometimes things of value are confiscated.

Sometimes parking space is provided at the rear or side of an apartment. This is a great convenience in large cities where traffic rules permit no parking on streets during busy traffic hours. If no garages are provided by the apartment house, then a public garage or private garages for rent should be located near by.

Apartments on second and third floors are usually in greater demand because of better ventilation, less noise, and less opportunity for robbery and theft from the outside. If an apartment above the third floor is considered, then an automatic ele-



vator which operates easily and which is inspected frequently, or an elevator with operator should be provided. Nearness to fire escapes, incinerators, and other service features, may be important factors to consider when deciding upon a particular suite. Outlook from the apartment windows, and direct sun exposure part of the day, should be factors in choosing.

The arrangement of rooms within the suite may be a matter of great convenience, or the reverse. The sleeping rooms and bath should be separated from the living-room by a hall, if possible, so that a guest in the living-room will not be disturbed by other family members coming and going. Some apartments have two entrances, one near or opening into the living-room, and another through the kitchen or rear of the apartment. This is particularly advantageous for deliveries in the rear.

Before renting, it is best to measure the rooms in order to determine whether or not rugs and furniture will fit floors and wall spaces.

*Kitchens or kitchenettes* should supply liberal storage space for dishes and cooking utensils, as well as for supplies, and a drawer for towels and aprons. Stoves and refrigerators are usually furnished in apartments. They should be in good condition and arranged in the most convenient place possible. One common fault with most kitchenettes is that they do not provide any working space except the drainboard of the sink. An opening into the incinerator within the kitchen is undesirable because it attracts ants and bugs; and odors and smoke of the burning refuse may leak through the door into the kitchen. Water pipes and fixtures should function perfectly because any dampness on the floor may attract roaches.

*The dinette* should be large enough to seat as many guests, in addition to the family, as one expects to serve at any one time. A pleasant outlook and plenty of light is also desirable.

*The living-room* should be as spacious and as light as possible. A fireplace adds considerably to the cheerfulness of the room and makes up for any lack of furniture. A coat closet is very necessary but is better if located in an entry way be-

tween the outer corridor and the living-room. Frequently an in-a-door bed is built in the living-room in order that an extra bed may be available. A davenport should not be placed in front of an in-a-door bed because of the inconvenience of moving it before making up the bed at night.

*Bedrooms* should allow plenty of wall space for twin beds (if desired) and for dressers. They should have cross ventila-



Small apartment dinettes may be as inviting as full-sized dining rooms.

tion. Closet space should be ample, and walls and floors as clean and newly finished as other rooms in the apartment.

*The bathroom* should be large and light. There should be several towel racks, extra hooks, and a medicine cabinet. If a linen closet is built in the wall either in the bathroom or in the outer hall, it is a valuable convenience. The water faucets should all turn off securely because dripping, hard water will soon cause an ugly rust spot on the enamel. If water drains slowly from the tub or lavatory, the pipes need flushing and cleaning. If the toilet does not flush perfectly, it is not de-

sirable. The toilet seat should be in good condition and newly waxed or finished. If the floors are tile, they should not be cracked and chipped because if they are, it is almost impossible to make them appear clean and white. Some bathroom floors are covered with linoleum, and others are simply stained or varnished. In all cases they should be in excellent condition. A dingy bathroom is uninviting and very hard to keep clean.

*The entire apartment* should be supplied with window screens for summer, adequate heat in winter, and plenty of hot water the year round. Some apartments provide awnings in summer for windows that get too much sunshine.

After all due considerations have been carefully made regarding the apartment and any particular suite, it is wise to have a talk with the custodian in charge of the building. He can inform one as to dates for turning on and off heat in spring and fall, and whether heat is maintained all twenty-four hours or only until nine or ten o'clock at night (important matters for comfort); as to the services he renders tenants in garbage disposal; as to whether or not gas and electricity are furnished with the rent; and as to what is customary in regard to cleaning and decorating walls at housecleaning time. Sometimes "concessions" such as a month free of rent are given if no extra decoration is needed; or upon the renewal of the lease. Get facts as to comparative rents before deciding.

The very appearance of the custodian, his manner and willingness to please, may serve as one index of the desirability of an apartment and have an important bearing upon the choice. Some custodians are vested with complete control of a building. They take great pride in keeping their apartments in perfect condition and in renting suites to superior tenants. Other custodians hold their jobs only because they are willing to accept a minimum wage. They do only a minimum amount of work about the building, which shows marked evidence of neglect, and are dilatory in rendering customary services to tenants.

**Substitute for family.** When several girls live together in an apartment, this takes the place of life with their families

or relatives. In most cases it will be easier to live with one's family than with friends. Blood relations are more willing to overlook one's faults and to forgive any shortcomings. If friends do not agree or find that it is impossible to live together congenially, they can withdraw from the group more easily than from a family group.

The first essentials of successful living are congeniality, a sense of humor, and a keen sense of responsibility, and readiness to do willingly one's share of the housework. Sometimes it is impossible to determine whether a person possesses these qualities until one has lived with her.

Life will be more interesting, and members of the group less apt to talk shop if they do not all have the same professions or do the same kind of work. It is not wise for people to live together who work for the same concern or in the same office. Individuals need as many contacts as possible to broaden their interests and outlook on life.

The group as a whole should talk over any difficulties which arise, in order to determine their responsibilities and privileges. Each member should be loyal to those with whom she lives. If any differences arise, the problem should be considered and settled without discussing the matter with anyone outside the group. Each girl must bear her fair share of expenses and work about the apartment. If one member of the group entertains a gentleman caller several times a week in the living-room, this will undoubtedly be unfair to the other girls who may be deprived of the use of it. It is well to take all of these points into consideration before inviting any one person to join the group. In order to have life go smoothly and to avoid even the slightest unpleasantness or inconvenience, each member must do her utmost to make the arrangement a success. It will necessarily need to be a "give and take" proposition.

Each member of the group should feel free to entertain her guests in the apartment and to have them cordially received by her apartment mates. If the dining-room is small and facilities limited, it may be possible to arrange to entertain guests when



all or part of the family expect to be away for the evening. Each member should consult the group before inviting guests.

A common pocketbook will be the simplest arrangement in the sharing of expenses. If each girl contributes a certain definite amount each week, such expenses as food, light, telephone, and household laundry can be paid out of it. All other expenses which are personal, such as personal laundry, should be paid by the individual.

Unless a maid can be afforded, and this is not always possible, the individuals will have to keep the apartment clean, buy the food, and prepare the meals. If four girls are living together, it works out nicely to let two girls buy the food and prepare the meals. The other two during the same week should keep the apartment clean and, perhaps, wash the dishes. Then the succeeding week the tasks are reversed. Minor duties and details can be worked out to the satisfaction of the group.

If one member of the group knows nothing about cooking and is not interested in learning, she should not allow her share of the burden to fall upon someone else. Unless she is willing to make up for her deficiency in a monetary way, sooner or later her failure to share in the work will prove a handicap. Even if she pays more, money will not entirely make up for the lack of service to the group.

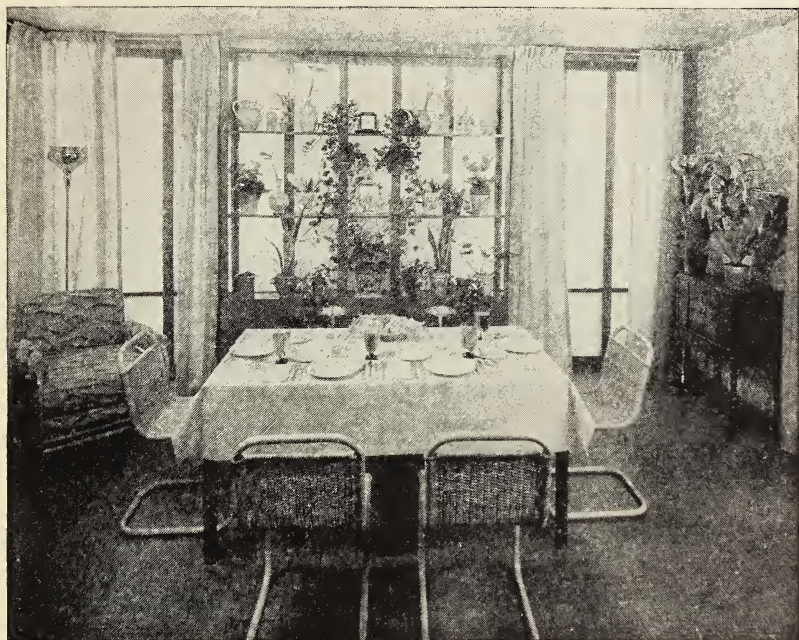
Quite naturally, no one would wish to live with anyone whom she did not trust. There should be exactly the same freedom and confidence exhibited in a group of this type as in a true family. At the same time, there should be a certain amount of privacy. One should feel free to come and go at will without giving account of oneself and to keep telephone calls private if so desired.

When two girls share a bedroom, each person must occupy no more than her half of the room. The dresser drawers should be divided. That is, if there are four drawers, each girl should use two. If one girl is assigned the more convenient dresser drawers, then the other girl should receive the



more convenient part of the clothes closet. Each person should be extremely careful to keep the room in good order so that neither need do more than her share of picking up.

If one girl wishes to retire early and the other wishes to



Courtesy "Delineator"

**Plants and plenty of light add to the attractiveness of an apartment dining room.**

stay up late to read, the latter should remain in the living-room. Members of the group who return home late should come in quietly in order not to disturb those who are asleep.

Sometimes it is well to let Sunday be an exception to the general routine of the week. A satisfactory arrangement is to allow each person to prepare her own breakfast whenever she pleases, and then have the entire group go to some restaurant for dinner. Frequently, members of the group may have accepted invitations out or may even be out of town, making it

impossible to depend upon the regular group to prepare the dinner at home.

When people are living in an intimate group of this type, the happiness, comfort, health, and success of each person should be the concern of all. If any member of the group becomes ill, every possible attention should be given the patient. If the case is serious, a physician should be called and perhaps the relatives informed. If the illness seems likely to be prolonged, the girl should arrange to go to the hospital or to her home, as it would be unfair to add unduly to the burden of the others in the group.

**Furnishing the apartment** should not be a problem when there are several persons bearing the expense. It is better to allow each person to buy and own one or more articles of furniture than to purchase everything needed and then divide the cost. Girls usually live together for short periods. Sooner or later one or another will marry, resign from her job, or move to another city. It is then always difficult to decide how to pay off her interest in the furniture. If she owns the davenport, rug, chair, or bed, she can take it with her or offer to sell it to the group at whatever price she deems fit to ask.

Before buying new furniture, the pieces owned by members of the group should be taken into consideration so that duplications may be avoided and a harmonious style and color combination achieved. On a limited budget, used furniture may be purchased and attractively reconditioned. The new enamels on the market are very easy to apply.

There will, however, need to be a small common assessment for kitchen utensils, towels, etc. If each girl furnishes towels and sheets for herself as well as one or two luncheon cloths, the bed linen and table linen will be amply supplied.

#### BATHROOM LINEN SUPPLIED BY EACH PERSON

6 face towels	4 guest towels
6 bath towels	1 bath mat
6 hand towels	6 wash cloths

## BEDROOM LINEN SUPPLIED BY EACH PERSON

Twin Bed	Sharing Double Bed
1 mattress pad	1 mattress pad
2 spreads	1 spread
4 pillow cases	4 pillow cases
6 sheets (72" x 108")	4 sheets (81" x 108")
1 set of dresser covers	1 set of dresser covers
2 or 3 blankets	2 blankets

*Table linen* should be determined by the size of table and amount of entertaining done. If four people are living together, each person should furnish a tablecloth with napkins to match or a luncheon set. Each person should furnish one or two bridge sets, the number depending upon the entertaining done. All items listed below might be purchased at the five and ten cent store, and their cost divided (with an adjustment possibly to be made for a share of their small second-hand value to a member retiring from the group).

## KITCHEN LINEN

8 pot holders  
8 dish cloths  
16 dish towels  
paper towels

## CLEANING CLOTHS AND EQUIPMENT

3 cloths for woodwork and base-board  
3 cloths for washing floors and tile  
4 dust cloths (cheesecloth or outing flannel)  
1 chamois for windows  
1 sponge  
1 pair rubber gloves

## DISHES AND GLASSWARE FOR FOUR

8 dinner plates	8 sherbet glasses
8 cups and saucers	8 water glasses
8 bread and butter plates	8 iced tea glasses
8 luncheon or breakfast plates	1 tea pot
8 salad plates	1 water pitcher
8 soup plates	1 cream pitcher

1 sugar bowl	2 vegetable dishes
2 sets of salt and pepper shakers	1 gravy bowl
1 large platter	2 relish dishes
1 small platter	1 large cake or sandwich tray

#### MINIMUM ESSENTIAL OF KITCHEN EQUIPMENT FOR APARTMENT

Aluminum or Enamel	Large 2-tined fork
Dishpan	Can opener
Sink strainer	Iron
Coffee pot (drip)	Frying pan (2 sizes)
Roaster	Wire
2 saucepans	Potato masher
Double boiler	Egg beater
Kettles (2 sizes)	Strainer (2 sizes)
2 kettle covers	Glass
Measuring spoons	Lemon squeezer
Baking sheet	Baking dish and cover
Funnel	Mixing bowl (4 sizes)
12 molds (individual)	
Wooden	Tin
Rolling pin	Biscuit cutter
Spoon	Cookie cutter
Pastry board	Grater
Bread board	2 measuring cups
Cutlery	Miscellaneous
Bread knife	Meat chopper
3 case knives	Vegetable brush
Spatula	Sink brush

*The hall closet* should carry out the adage, "a place for everything and everything in its place," thus giving convenience, comfort, and attractiveness. It should be adequate for all outer coats and hats as well as overshoes, umbrellas, and gloves. If the group is large and the common coat closet not sufficient, then garments not worn regularly may be stored in closets in other rooms.



A hall closet should contain a rod on which hangers can be placed for coats. There should be at least one shelf above upon which hats can be placed with ease. If another shelf is provided above, hats which are seldom used can be stored in boxes. If space is limited on the shelf for hats, or if the shelf is too high to reach conveniently, a flexible wire hat stand can be clamped to the shelf. Several hats can be placed on top of each other and space utilized on the shelf as well. A cord attached to the top of the stand permits one to pull it down within reach for the removal of a hat. These are inexpensive and can be purchased at the five and ten cent store.

A half shelf should be placed near the floor for galoshes and overshoes. Hooks or a rack should be placed conveniently for the storing of umbrellas. If possible, a small low shelf or even a drawer should be built in the closet for disposal of gloves.

**The bedroom closet.** A girl should show pride and care in the arrangement of her bedroom closet. The color scheme of the room can be accented in the closet by the wallpaper, the garment bags, and padded coat hangers. If built-in drawers are provided, one's lingerie can be arranged according to color.

If a closet is too shallow to have a rod running the length of it, it is now possible to buy adjustable rods which fasten to the rear wall of the closet at right angles to it. The rod pulls out, allowing one conveniently to reach the hangers placed on it.

For shallow closets old-fashioned shoe bags may be hung on the door. The ideal arrangement for shoes is a slanted shelf. This keeps the shoes off the floor and makes them easy to reach. Department stores now sell adjustable metal racks which can be placed on the floor. They contain two shelves and will hold twelve pairs of shoes. Metal rods, fitted with notched edges, may be fastened on closet doors to hold shoes.

**Value of living away from home.** Every girl, no matter what the economic status of her family, should have the opportunity of developing her personality through the experience of living away from home. Whether she lives in a private home or in an apartment with a group of girls, she will learn to



adapt herself to new situations. Two years of living away from home will be as broadening for the business girl as going away to college. She will learn to be more sympathetic and understanding of the problems of others. The self-assurance which comes through the knowledge that she can support herself develops a desirable positiveness of manner. In learning to budget her time and money and to make pleasant social adjustments, she lays the best foundation for happiness in single adult life or marriage. If a girl is a worthy member of her own real home she should not have difficulty in adjusting herself in later life, if she lives away from home.

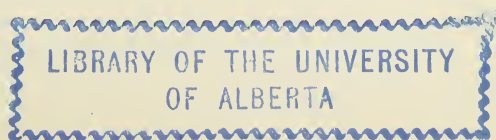
### QUESTIONS AND ACTIVITIES

1. Give advantages and disadvantages of living with a private family and with a group of girls in an apartment.
2. Why would a sense of humor be an asset to girls living together in an apartment?
3. If you were living with four girls in an apartment, how would you divide the work?
4. Suggest some mannerisms or faulty habits which might be offensive in home life.
5. Measure your bedroom. Draw a floor plan to scale, putting in windows and doors. Redecorate and refurnish the room considering the size, color scheme, arrangement of furniture, walls, rugs, and draperies. If possible, get samples of wallpaper and curtain materials.
6. Study the personal principles of *Successful Family Life on the Moderate Income*: first, in terms of your own relationship to your present home with your parents, and brothers and sisters, working out a set of standards for good home life; next, apply these principles to a co-operative family of business girls in a housekeeping apartment, and to college girls in a co-operative dormitory. Consider especially the personal relationships.

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Peter Jackson, London & Paris

**"Valentine day."**

**Good-natured fun helps to make social relations pleasant and many times marks milestones in our experience.**

## *Unit Eleven*

### PERSONAL AND SOCIAL DEVELOPMENT

His own character is the arbiter of every one's fortune.

—Publilius Syrus.

#### PROBLEM 1. WHAT CONTRIBUTES TO ONE'S BEST PERSONAL DEVELOPMENT?

**Traits that make us of value in the world.** We can at any age be improved in those personal traits that build up sterling character and make us congenial, interesting, and pleasing companions. Our standards of right and wrong are formed early in life, by precept, by the example of those with whom we live, and by the environment in which we are brought up; but with growth and experience they may change either for better or worse.

Samuel Coleridge, the English writer, defines personality as "individuality existing in itself with nature as a ground." If we accept this as a good definition, we see that the ground or foundation on which personality is built should be a fine, upright character, and the ultimate result should be a personality that attracts others and that on closer acquaintance may be respected and loved.

Within the past few years long lists of desirable characteristics have been printed in books and magazines, and numerous articles on the subject have appeared in the daily press. On reading these, it is surprising to see how the same qualities are repeated over and over again. This indicates that there are certain traits which are considered by all to be fundamental to a well rounded character. To check yourself by one of these lists is almost as much fun as playing a good game. Try this one and see how you compare with the girl you might be:

Truthful.	Kind on principle.
Honest.	Self-reliant.
Reliable.	Loyal.
Intelligent.	Poised.
Not too sensitive.	Co-operative.
Conscientious.	Cheerful.
Unselfish.	Helpful.
Punctual.	Considerate of others.
Enthusiastic.	Contented.
Energetic.	Gentle.
Just.	Sincere.
Adaptable.	Appreciative.

Is your score a perfect one? Certainly not. No one's could be; but we can all improve ourselves to a greater or less degree in every trait mentioned. Some of those characteristics listed may seem old fashioned and even unnecessary in your opinion but, nevertheless, they are some of the underlying principles that year after year thinking people have found indispensable to successful living. It is not enough to learn the foundations of a fine character by listing desirable qualities. They must be applied to early life until they become a habit.

Benjamin Franklin conceived the idea that he could arrive at moral perfection, but, needless to say, he found it impossible. However, he thought he had been a better and happier man for his plans and efforts in that direction. During his experiment he arrived at the conclusion that all bad habits must be broken and good ones substituted for them, before there can be any surety of progress in well-doing.

The reading of fiction, where direct application of traits both good and bad is made to problematic situations, is one of the best ways in the world to see how life situations may be met. Never let anyone persuade you that reading good fiction is a waste of time. Next to having the real experiences, there is no more profitable means of self-education than to read of them in a good story, well told. But be sure it is really good. You



do not have to be told that biography, fascinatingly written, is a powerful means of character education.

Have you read these books? Some are old and some are new, but they are all about people and all interesting.

## FICTION

- Alcott, Louisa May, *Little Women*.  
Alcott, Louisa May, *An Old-Fashioned Girl*.  
Aldrich, Bess Streeter, *A Lantern in Her Hand*.  
Aldrich, Bess Streeter, *Mother Mason*.  
Becker, May Lamberton, ed., *Under Twenty*.  
Carroll, Gladys Hasty, *As the Earth Turns*.  
Cather, Willa Sibert, *My Antonia*.  
Cather, Willa Sibert, *Shadows on the Rock*.  
Craik, Dinah Mulock, *John Halifax, Gentleman*.  
Fox, Genevieve May, *The Mountain Girl*.  
Hémon, Louis, *Maria Chapdelaine*.  
Jewett, Sarah Orne, *The Country of the Pointed Firs*.  
Kelly, Eleanor Mercein, *Basquerie*.  
Kelly, Eleanor Mercein, *The Book of Bette*.  
Marshall, Archibald, *The Squire's Daughter*.

## NON-FICTION

- Anonymous, *The Log-Cabin Lady*.  
Barrie, James Matthew, *Margaret Oglivy; By Her Son*.  
Brown, Harriet Connor, *Grandmother Brown's Hundred Years, 1827-1927*.  
Burgess, Gelett, *Have You an Educated Heart?*  
Hunt, Caroline Louisa, *The Life of Ellen H. Richards*.  
Lane, Rose Wilder, *The Peaks of Shala*.  
Larcom, Lucy, *A New England Girlhood*.  
Meigs, Cornelia Lynde, *Invincible Louisa*.  
Newberry, Julia Rosa, *Julia Newberry's Diary*.  
Newberry, Julia Rosa, *Julia Newberry's Sketchbook; or The Life of Two Future Old Maids*.  
Palmer, George Herbert, *The Life of Alice Freeman Palmer*.  
Petrova, Natalia, pseud., *Twice Born in Russia; My Life Before and in the Revolution*.

Reese, Lizette Woodworth, *A Victorian Village, Reminiscences of Other Days*.

Reese, Lizette Woodworth, *The York Road*.

Rose, Hilda, *The Stump Farm, a Chronicle of Pioneering*.

Steward, Elinore Pruitt, *Letters of a Woman Homesteader*.

Suginoto, Etsu Inagaki, *A Daughter of the Samurai*.

**Everyone wants to be liked.** Definitions of personality and character would often lead us to suppose they are one and the same. Perhaps the difference between character and personality can be most simply stated as follows: Character is one's true moral worth, and personality its outward expression as seen by others. It is, then, quite possible to be of an upright and moral character and yet have an unpleasant personality, and vice versa. For example, sincerity of speech and action is a sterling quality, but, unless controlled by tact, it does not lead to popularity. The early Puritans were virtuous and just but often so stern and exacting that their own children were afraid of them. Have you ever thought that we may admire our friends because they are good-looking and respect them because they are clever, but that we love them because they are pleasant and easy to get along with? Probably no one thing contributes more to popularity than being good natured. Have you tried it?

**Traits others like in us.** What, then, are some of the things that we should do or refrain from doing in order to be liked? In the first place, no one likes affectation on the part of others. "Be yourself," has become a slang expression, but it is still good advice. The girl who tries to act and look more sophisticated or accomplished than she is, is making a great mistake.

People do not like interference. Do not be inquisitive about other people's affairs, and certainly never take part in other people's quarrels.

Do not argue. Hardly anyone can keep from getting angry or offensive when arguing, and as was said in the beginning, good nature is a great asset.

Be a good listener. Do not carry on a monologue, but give others a chance to talk. Never make fun of others. If you do, your listeners will never trust you not to make fun of them when their backs are turned.

Do not be moody. To say of one that she is always the same is a great compliment.

Sociability and friendliness are very useful and endearing traits. Friends are indispensable, and acquaintances are always possible friends.

It is a fine thing to have a sense of humor. Indeed, it is almost always listed as a necessary element in popularity. Cultivate it, if possible.

Learn what good taste is and practice it in dress, manners, and all social relations.

No one is better liked as a companion than one who is self-possessed, well poised, and who knows how to behave correctly under all circumstances.

Be interesting. Learn to talk about things rather than about people.

Do not be too sensitive. Think about other people, not about yourself and what kind of an impression you are making, and do not take offense quickly.

Do not be too critical of what others do or say, of entertainments, or conditions. There is no surer way of making others shun your companionship and of spoiling your own good times.

Always make acknowledgment of everything done for you, no matter how slight it may be. Do not look upon an act of courtesy or a favor as your just due.

These are only a few of the ways in which one may gain deserved popularity. See how many others you can add to the list.

The office force of a large club of women once selected from among its members a group known only among themselves as "our lovely ladies." These were the ones who always looked and were pleasant, who always spoke as they passed along, did

not expect the impossible, observed the little courtesies of life under all circumstances, and never let anything especially done for their comfort go unnoticed or unmentioned. These women were not necessarily the most influential, youngest, or most beautiful; they were those whose pleasing personalities based on character made them lovely. This incident shows plainly how closely, unknown to oneself, one is observed throughout life. A group of college girls had a similar way of designating certain others as "P.L's." (Perfect Ladies) for much the same reasons.

Mention has already been made of another thing that may retard successful living. To many people, undesirable personal habits and individual mannerisms of others seem to outweigh their virtues or pleasant way of approach. Unfortunately, these often go unrecognized by the perpetrator and so are never corrected. To beat time visibly and sometimes audibly seems a harmless enough act, but the real musician, before whom it is being done, may suffer untold agony from it. It is well worth while to find out what your disagreeable habits are and get rid of them as soon as possible. As you need only a real wish to cure yourself, begin immediately on some fault, have patience enough to stick to your decision, and keep on until you overcome it completely.

**"A voice exceeding low and soft."** Have you ever been especially attracted to a person by her beautiful speaking voice? What qualities did that voice seem to have that gave it its charm? Perhaps it is a little difficult to tell, aside from the fact that the voice made a pleasant impression.

The voice portrays a great deal about the individual—age, education, experience, background, and especially the personality and temperament of the person concerned. A good voice is a combination of several different things. The human voice over the radio or in the talkies may be winning, annoying, convincing, or charming. Most of us do not aspire to the professional use of our voices, but we all agree that a good speaking voice is of the greatest importance to each person in her every-

day social and business life. The voice mirrors thoughts and feelings so plainly that the first bit of guidance toward the development of a good voice might be to direct your thoughts and control your feelings.

Learn to pitch your voice to a pleasing tone, suited to the number of people you are addressing and the space over which your voice must carry. You have probably already discovered that a loud or high-pitched speaking voice is unpleasant and not easily heard.

Young people, particularly when excited, have higher pitched voices than more mature people. However, we know that loud talking and laughing makes one conspicuous. Training and thought will early help us to control the voice and make it do our bidding.

A telephone company teaches its operators that "the voice with a smile wins." If this is true for telephone operators, it is just as true for other business girls. The society girl has long known the charm of a beautiful speaking voice. Southern women are noted for their musical voices. A whining voice is very unpleasant and irritating in a person of any age. Avoid it. It is the voice of beggars. Keep your tones full and round and do not speak too rapidly. Remember that your voice reveals your character and personality—the real you.

The trained voices of such actors as George Arliss, Helen Hayes, and Katharine Cornell inspire in us the greatest admiration for these individuals and are responsible in part for the pleasure they give.

A monotonous voice usually indicates lack of interest and feeling in what one is saying. Give variety to the tones in your voice. It adds to the meaning and insures attention.

**"Look pleasant, please."** No doubt you have at some time been encouraged by someone's pleasant expression to make requests or to tell her your difficulties; again, you may have changed your mind about talking to someone because her expression was so forbidding.

One psychological theory is that the connection of facial



muscles with the brain is such that if we put our faces into certain positions, our thoughts and feelings are influenced accordingly; that is, if we assume a relaxed pleasant expression, our thoughts become the same, or if we have our faces tense and long-drawn-out, our feelings become stern and unpromising. At any rate, we surely all agree that good facial expression is important and that there is a very close relation between thoughts, feelings, and expressions. That these same expressions are important in our relation with other people you have undoubtedly already discovered. Nature may not have given you a pretty face; but, after all, the most lasting beauty is in good facial expression related to directed thoughts and controlled emotions.

Ability to look at the person or persons to whom we are talking usually indicates frankness, honesty, and a clear conscience. No one enjoys talking to another person who does not look at her in a straightforward manner from time to time. The expression of the eyes of the person talking helps the listener to interpret the thoughts conveyed.

**Manner of address.** It is of greatest importance that young people learn a few simple rules about addressing others. Do you prefer to have a fellow school mate address you as "Hey," "Say," or by your name? You know, of course, that you are supposed to use the name of the one to whom you are talking occasionally during a conversation; and it goes without saying that any request or question should be preceded by using the name of the person addressed.

The tone of voice should be pleasant and the request courteously worded. The expression should be agreeable and the manner not presuming. If you want your requests granted, at least a part of the time, follow these rules. If you add to this the precaution of making only reasonable requests whether they be made to parents, friends, teachers, business associates, or any other individuals or groups, you lessen your chances of failure by a large percentage. Of course, if you are making a request of much importance, be sure to have a few good rea-

sons in your mind as to why it should be granted. If it is granted, be courteous and appreciative, not effusive. If you do not get all you ask for, or if your request is not granted, do not be too greatly disappointed; perhaps you have not observed the rules, or perhaps there is some other very good reason which you may not understand at the moment.

In talking to others do not interrupt, but listen quietly until it is your turn to talk; then be sure you have something worth while to say. Do not, under any circumstances, talk all the time; we are apt to attribute a superficial quality to one who talks continuously. However, do talk part of the time. You are expected to do your share, conversationally, in any group. Remember what we have said, and do not be afraid to venture your own observations or opinions from time to time, even though they may seem trivial at first. We learn to talk by talking, although no one person should monopolize the conversation.

**Does your vocabulary need improvement?** Perhaps there is no one thing which helps us to make any more rapid progress with our education along all lines than the accumulation of a good vocabulary. It helps us to understand what we hear and read much more accurately and quickly. How shall we acquire our interest in really understanding what an author is trying to tell? Of course, the first thing is to understand the meanings of the words used. Look up their meanings in your dictionary. You should have a good one. When listening to public speakers or to talks over the radio, cultivate a curiosity as to the meaning of any new words used.

Association with people having and using a good vocabulary is another great help in learning the right use of words.

You may have noticed that educated, experienced people do not choose the longest and least used words in talking and writing, but rather choose simple language with words best suited to bring out their meaning. However, when occasion demands less usual words, the informed speaker is never em-

barrassed by not knowing the meaning of the words or how to use them.

Many people are content to go through life with a limited vocabulary depending on trite expressions and slang to express themselves. Such well-worn expressions as "I'll say so," "Swell," "You're telling me," "Sure," "He said plenty," "Nothing to write home about," "And how," are the greatest enemies of a good vocabulary. They are lazy ways of expressing oneself and should not be tolerated by anyone, least of all by young people who have an opportunity to go to high school.

You may have occasionally come in contact with inexperienced, unambitious people with no feeling for the proper use or possibilities of well-chosen language in everyday living, who feel that a person who does not use slang, but speaks with some regard for sentence formation and the meaning of words, is "stuck up," as they express it, or thinks herself better than others. Such an opinion is not worthy of your consideration if you have any regard for your progress.

We cannot ignore the fact that certain slang expressions and new uses of words have a place in modern life, but that is an interesting discussion in itself.

All of us have a responsibility to ourselves and to our country to help keep our language pure, flexible, and usable for the great variety of thoughts and feelings it is capable of expressing when rightly used.

### QUESTIONS AND ACTIVITIES

1. Is personality built on character, or vice versa?
2. How are habits formed?
3. What does sophistication mean to you?
4. Which would you rather be: confident or egotistical?
5. What does Benjamin Franklin say in his autobiography about humility? Was he displaying it in its true sense?
6. Why should everyone be enthusiastic?
7. Discuss the two kinds of popularity.
8. Why do you think *Little Women* is still widely read more than sixty years after publication?

9. What qualities do the Prince of Wales and Mrs. Calvin Coolidge have in common that make them beloved by others?
10. Study and discuss the outstanding personality qualities of the following well-known women:

Ellen H. Richards.	Marie Dressler.
Jane Addams.	Madame Schumann-Heink.
Ida Tarbell.	
11. Report on recent articles found in magazines and papers that bear on the subject of personal development. Use this as the beginning of a reference list to be filed in the school. Collect clippings and quotations on the subject. Observe good qualities evidenced by others in the class. After checking yourself on your own weak traits, give your plans for their improvement. Bring in a list of unpleasant mannerisms or habits that you have observed.
12. What part does voice play in making conversation interesting?
13. What are some of the ways of improving one's speaking voice?
14. Does voice help you to understand anything of the character or culture of an individual? Explain.
15. What qualities do you like in voices heard over the radio? At the talkies? Over the telephone?
16. Why is a proper manner of address important in business? In family life? In social life?
17. With what feelings are you affected by an individual who is rude, abrupt, or noisy in his manner of address?
18. On the contrary, what is your impression of the individual who addresses you pleasantly, courteously, and with quietness of manner?
19. What does facial expression indicate? Can it be controlled?
20. What is the advantage of continued good facial expression?
21. What is meant by each of these expressions: (1) Long-faced? (2) Sour-faced? (3) Wry-faced? (4) Smiling-faced? (5) Poker-faced?
22. What effect does the constant use of slang have on one's vocabulary?
23. Why should the common, over-used phrases be avoided?
24. What is your opinion of the individual who runs words together and does not pronounce her "ings"?
25. Give a list of ways of acquiring a good vocabulary.
26. List five books which have helped you enlarge your vocabulary.
27. What are some of the criticisms made by English-speaking people of other lands as to our use of the English language?

## PROBLEM 2. WHAT CONTRIBUTES TO ONE'S BEST SOCIAL DEVELOPMENT?

**Family relationship.** The changing social and economic world in the past twenty years has given rise to a great deal of thought, study, and discussion regarding its effects on the home.

The period of prosperity following the World War was marked by many more broken and disturbed homes than any previous period in our history. The depression has had a strangely good effect in apparently drawing families closer together and in appreciably reducing the divorce rate. Students of the social development of the country always are keenly aware of the influence of the home upon the character of its members. For good social development and our individual happiness, we must learn how to fit best into our present homes and work out ideals of what our future homes should be. In the United States there are about twenty-nine million homes. About 90 per cent of you will eventually have one of your own to manage. The standards of your present homes and the standards you will gradually acquire by study, observation, and environment will help to determine the kind of future homes you may have.

**Respect for the rights of others.** This is a kind of honesty in behavior which we learn first through our home training and association. By the time we have reached high school, we probably have fairly well defined ideas of the property rights of other members of the family and of other people. If we have grown up in a family of several children, these ideas have been worked out almost daily by the guidance of our parents. We should know that Mary's stationery is not to be used without her permission, and that there is a much better feeling if, when we wish to wear Katharine's sweater, we ask her permission and do not assume that we may wear it without asking. This respect for the rights of others may be manifested in many different ways, such as respect for the confi-



dences of younger brothers and sisters, or the right of every person to open her own mail, the right of father and mother to know your plans and give final approval.

**Doing one's share of the work.** Doing one's share of the work is a family problem that causes much difficulty and yet may be adjusted easily when we have once realized that the home is a co-operative enterprise, and that each member of the family should have certain duties. This helps one to understand that each individual in the family has a responsibility to help keep the home going in the best possible way with the least friction. A shirking, lazy, thoughtless member of the group can create much disturbance. Should any one person expect to be waited on by other members of the family? Suppose a member of the family is ill, how does this alter the situation? If mother, or father, or some other member of the family is very tired after a hard task, how may you show your sympathy and also your appreciation of being a member of the family group?

If the young people are ill-natured about what they have to do, many parents will do the work themselves. In the Biddle family the work is quite heavy for the mother, since there are four children and the father's work gives him very little time at home. Dorothy, the eldest, is in high school and always seems to have an excuse for not doing her share. She is called early in the morning, but rises too late to make her bed or put her clothing away; she spends much time with her friends after school and then is unpleasant when her mother wishes assistance with the evening meal. The mother is becoming discouraged and does the work rather than insist that Dorothy do her part. What effect will this have on Dorothy, and on the entire family? What remedy do you suggest?

In the Benton family the oldest daughter, Alice, works and pays a small sum of money each week toward the operation of the home. She seems to think that this excuses her from any family duties. What is your opinion? What feelings will this develop in the two younger girls, who do all her former tasks?

What is the effect on Alice? How may this situation be improved?

A well-educated business woman belonged to a family group in which there were no men. The finances were limited, so she took as a part of her share of the work attending to the



An interesting family group.

The standards of your home of the present and those you may acquire will help to determine the kind of future home you will have.

furnace. She said, "It gives me so much pleasure to know that I am keeping my elderly mother and other members of my family warm and comfortable that I enjoy my task." What is Alice missing, that this woman did not?

**Right attitude toward parents.** There seems to be an opinion on the part of some modern writers that the present-day young person likes to feel sophisticated and self-sufficient. Perhaps this has always been the opinion of the older generation about the younger, and may arise from a difference in

standards of the two generations and from the emphasis of important values changing with age and experience.

The great interest of parents in their children leads them to endeavor to provide the children with security, to wish them to be happy, and to try to safeguard them from every possible difficulty. Young people, particularly in their teens, are trying to grow up, to establish themselves among the friends of their own age and their elders. Each generation is intent on what seems important to it. This may lead to difficulty. However, wise parents keep the confidence of their children, realizing there are new problems that must be solved from time to time. Considerate young people appreciate the devotion which leads their parents to be concerned, and take pains not to break faith with them as they gain the independence which comes with growing up. Such relationship yields emotional satisfactions to each group. Parents keep a more youthful, flexible viewpoint. The young people learn how splendid their parents are in their willingness to devote unlimited energy and time to promoting the interests of the family.

There are many ways to render obedience, respect, courtesy, appreciation, and affection to one's parents. Some of these are: doing your share of the household tasks cheerfully, appreciating the privilege of sharing the family purse, taking pains to see that your friends are introduced to your parents, seeing that your parents are comfortably seated when the need occurs, and giving them your wholehearted devotion at all times.

**Right attitude toward brothers and sisters.** When we discover that brothers and sisters do not always agree and set about adjusting ourselves to getting along in a comfortable fashion, we have gone a long way in happy family life. Different inherited characteristics and the development of different personal characteristics present problems from time to time which must be adjusted. Perhaps your parents have paved the way for this by helping you to be unselfish and to co-operate willingly, thus recognizing that other people also have rights.



Courtesy "Parents' Magazine"

**"Sisters."** A photographic study by Jane Reece.

Happy family life is made possible by the ability of family members to recognize the personality and rights of others.



It is a privilege to have brothers and sisters. There is a stimulation that comes from competing with them in school work and sports, and there is a joy in having them share your hours of work and social life that more than compensates for any division of favors that might otherwise be yours.

Jealousy and lack of respect for the rights of our brothers and sisters may cause irritation, then quarreling. If each tries to see the viewpoint of the other, it will usually help to adjust difficulties and give the pleasure in companionship which should be the result of this intimate association.

### **Accepting responsibility for the general family welfare.**

The general welfare of the family is not the responsibility of the father and mother alone but of every member of the group. The older sister can help in many different ways. She may help mother entertain her club and father store the flower bulbs. She may assist big brother to solve some of his social problems, and entertain the younger members of the family by games or reading. An older brother may render service by mowing the lawn, or by escorting sister to parties if no other arrangement has been made. Make a list of definite ways in which each member of your family promotes the general welfare.

We usually feel sorry for people who have no homes. Of course, the reason is that they miss the give and take that comes from the association with a group having common interests and difficulties. To have someone glad when you are glad, sorry when you are sad, and ready to give you the necessary affection and encouragement at times when you are discouraged makes family life worth while.

**Co-operation in making a happy home.** Co-operation is needed so much in modern life that the word is commonly used in present-day discussions of many problems. The strength of a group, as compared to divided interests, is easily understood.

Every home should have direction in its activities; this is usually furnished by the parents or those who established the



home. It should have some kind of income. It should have standards of religion, ethics, morals, and health that all members can understand. Then its members must co-operate to carry out these ideas, or it fails.

The Knox family lives in a small town. The father is a drygoods merchant. There are six children—two older daughters who are in high school, fifteen and seventeen years of age; two younger daughters, eleven and thirteen; and two young brothers, six and eight.

This seems to be a very contented, happy family. They do not have an abundance of money, but do have a comfortable home and many happy times. The father is kept busy with his work but manages to look after the furnace, to supervise the yard, and to do most of the repair work needed. The older daughters take turn about, week by week, doing the cleaning, helping mother with meals, and washing dishes. Each older sister has one of her younger sisters as her assistant for cleaning and dishwashing. In this way they do not grow tired of one kind of work, and the younger sisters do not feel imposed upon. The boys have been taught to take care of their own possessions. They run errands and help in the yard. How would you rate this family for co-operation? Why?

**Pride in a well conducted home.** A family usually is particularly sensitive and appreciative of the achievements of its members, although this appreciation is not always expressed as often as it should be to those most interested. Pride may be stimulated by the good report card of your brother or yourself, by father's business promotion, by the excellent dinner prepared by mother, by the stylish, well-made dress just finished by your sister, by father's nice garden, or by brother's ability in repairing electrical equipment. All of the accomplishments deserve the praise of members of the family from time to time. This is a great stimulation to further effort.

If your home is orderly and clean; if it furnishes you with enough of life's comforts to keep up acceptable standards of living; if it brings you affection, sympathy, and encourage-

ment; and if it protects you, then you most certainly may be proud of your home.

Family pride in the accomplishment of our forebears is justifiable so long as it does not become too absorbing. It is a matter of pride when one's ancestors have been respected in the community, the church, and in business relations; to an occasional ancestor some special honor may have been paid; but for each of us the most important thing is, What can you do?

Perhaps the greatest pride is felt when one's parents have taken a worthy part in the community. This reputation does not depend on the accumulation of wealth but is in itself beyond price. Each of us should have a personal interest and responsibility in maintaining this place and service as our parents have before us. Ambition and a sense of responsibility to family and community should lead us not to lower these standards but rather to improve them where we can.

**Desire to represent the family creditably.** We will want to represent our family with credit to ourselves and to them. Perhaps you have felt this on meeting the son or daughter of some friends of your parents, of some teacher, or of a professional friend of some member of your family. Your knowledge of family standards should help you at all times to regulate your thoughts, conversation, and behavior in such a way that your family may take justifiable pride in you.

**Are you as polite at home as outside?** Real politeness is being kind and considerate. It may be shown in many different ways: by the tone of voice, the facial expression, or the behavior. We are also expected to know the vocabulary of politeness and when to use it. The terms "Thank you," "Please," "Pardon me," "I am sorry," never seem to become worn out or over-used, especially when accompanied by sincerity of manner and behavior. These terms are somewhat superfluous if they are not a genuine expression of one's feelings. However, even though we do not always experience to the fullest extent the feelings the vocabulary is supposed to ex-

press, we had better use it anyway. Be assured that the more it represents your true feelings, the greater the pleasure you will have in the association with the members of your family and with other people.

**The common pocketbook.** No home can be operated according to our present economic system without an income of some kind. The size of the income will influence the standards of living, but it need not altogether determine them. Can you explain how this might be? If the home manager is trained, interested, and in earnest about doing her work well, a very satisfactory standard may be maintained on a much lower income than is possible otherwise. Of course this will mean co-operation by all members of the family. They must realize the expenditures that must be met and the limitations of the amount with which to meet them.

Perhaps we do not always realize that to be a member of a family that provides protection during youth is a privilege, and should be appreciated by a willingness to adjust demands to the possibilities of the family pocketbook. If the income is scanty, the first impulse of the young people is to plan to go to work. This is fine and unselfish; however, they should remember that usually the best solution calls for staying in school and completing their training. This will increase their ability to earn when they do begin to work and will give them greater satisfaction.

If the younger members are taken into the confidence of the family when there are conferences about money, they will usually respond by not demanding more than their share. This has been put to the test many times during periods of reduced incomes. The courage demanded in meeting a common difficulty usually draws the family closer together and gives the best possible training in the spending value of a dollar.

A high school girl said recently, "Before we studied this subject, my sister and I teased our father every Friday night for money to spend over the week-end. Now we understand better and have agreed with our parents on an allowance which must

cover our entire week's expenses." What is your opinion of the training these girls are receiving now, compared to their former experiences in spending money?

**Evenings at home.** One of the evils of too much prosperity is the tendency of various members of the family to



A young hostess entertaining her friends at home.

think of home as a place in which to receive food and shelter; to sleep; and to dress up to go out somewhere else. To some people, to go somewhere every night seems to offer the best enjoyment of life. To follow out such a plan requires money. If people become accustomed to such a way of living, they find that pleasures lose their zest and that it requires more and more to satisfy them. This way of living is not possible, or even desirable, for most of us.

Families who have some of their good times together gain much from the association. One girl said recently, "The silver lining of the depression for our family is that my father is



now at home in the evening with us, and we have become better acquainted, reading and playing games together."

Music plays an important part in happy evenings at home. Another high school girl said, "There are five children in our family. My father loves to sing with the children when my sister plays the piano. Sometimes my older brother plays the harmonica for us."

When boys and girls come in to spend the evening, it is quite possible to do many things other than to dance or play cards. Any game which is not too noisy, music, and preparing your own refreshments offer engaging possibilities. While eating, conversation is easy, and young people have an opportunity to relate interesting experiences and to exchange opinions about school, athletics, books, and other things which concern them. Clever girls are always on the lookout for interesting ways to entertain groups of people in their own homes. Can you suggest some ways that have proved successful, or that you would like to try in your home?

**Making the home attractive.** A house, as we know, is the structure that protects us with its roof and four walls, while a home is the institution and the spirit developed by it. To make a home beautiful, one must develop such family spirit and co-operation that a pleasant, happy atmosphere is created.

A family will gradually accumulate articles of decorative value which represent the interests and experiences of its members. These help to give the house personality in that they interpret the group to the visitor and give continued pleasure to the owners. Many such articles are collected and made by mothers and daughters, since the decoration and appearance of the home is quite largely their responsibility. Beautifully made quilts and handmade articles of lasting value such as hooked rugs, samplers, attractive pillows, well chosen and well made curtains and draperies, nicely hemmed and embroidered linens, all add to the attractiveness of the home and indicate homemaking interests.

There are many small decorative articles which are not made



by family members, but which serve an artistic purpose. Lovely bowls of flowers, potted plants, attractive pottery, beautiful glass, interesting articles made of copper or brass, pictures, and maps may contribute to the beauty of the home. Of course, discretion must be used in selecting and placing these objects. Like the jewelry you wear or the decoration on your hat, the effect is spoiled if they are not rightly selected and placed so that they add to the background which the spirit and personality of your family require; otherwise, they present a confusing picture. If you do have too many decorative articles, keep some of them put away, bringing them out when the occasion seems to demand them. Brown baskets for the zinnias in the summer, tall glass vases for the daffodils in the springtime, suitable bowls and vases for dahlias and chrysanthemums in the autumn, or a new set of beautifully bound books will all add charm and interest to your home, when discriminatively chosen and artistically arranged.

**Personal relationships.** What is meant by a friend? What is meant by friendliness? By acquaintance? By friendship? Why do we all need friends?

Friendliness is an attitude. It is not necessary to know another's name in order to feel his friendliness. It is the attitude which each of us should have toward people and life in general. It is an attitude which leads one to think well of others, which expresses a spirit of confidence in their good intentions and an approval of their personalities. This confidence, the opposite of suspicion and distrust, calls out the best in others.

To be acquainted with a person means that you know him in a general way, not well or intimately. A person usually has many speaking acquaintances. Many times they are called friends without consideration being given the deeper meaning of the term.

One may have a great number of acquaintances who are friends in a casual, untried way; but real friends are few and rare. What is a real friend? What qualities should be looked

for in a friend? Would you choose yourself as a friend? Why, or why not?

**What qualities make a good friend?** There are many qualities which are ideal for friendship. Sometimes we love people in spite of, or even because of, their faults. No one is perfect, and one who becomes aware of his own fault should not become downcast over it. Rather, to be aware of a fault should suggest that one can do much toward developing qualities which will make her a desirable friend.

1. Make a list of qualities desirable in girls chosen as friends.
2. Write short character sketches of two girls who are good friends of yours. Choose friends who are very different from each other. What do you admire in each? What must you overlook?

Let us mention a few desirable qualities. Then you will be able to add others which you value.

*Affection.* There are two very natural and lovely things about affection. One is that almost everyone craves it. The other is that most of us need to give affection to others. These natural impulses may become partially inhibited in a cold, self-centered person, but the happiest person is the one who loves and is loved. That person is fortunate who possesses a warm heart and an affectionate nature, with a capacity for many friends.

Affection that includes loyalty and generosity is the basic quality of friendship. Is it necessary for you to admire the people you love? Are you able to see faults in a person whom you love?

*Loyalty.* Are you capable of loyalty to your friends? What does loyalty mean? One thing loyalty means is that you will not talk behind a friend's back or allow others to do so. You will defend your friend. It would be splendid to practice general friendliness to the extent that you do not make unpleasant personal references or say mean, ugly things about others. Even if you quarrel, even if your friendship ceases, you should

remain loyal to the past friendship. Furthermore, it would be very poor taste on your part to talk against a former friend.

To be loyal, you should keep confidences. This is a matter of personal honor. You must guard your friend as you would yourself, or as you would wish him to guard you. This means that you must use judgment in telling anything which might work against him. You should interpret your friends favorably to others. Loyalty is a part of sportsmanship; and sportsmanship, or ethics, means that you will not tell anything which will hurt others, even though they are not your close friends.

Loyalty to one's own sex is sometimes necessary as a defensive measure. Men have long been loyal to each other, and women are becoming more capable of appreciating other women. But above loyalty to one's sex group is loyalty to everyone, man or woman; decent human standards demand that, and are content with nothing less.

*Sincerity and honesty.* Important as tact is, it means much more to be impressed by sincerity in a person. A sincere friend will give you genuine admiration or none at all. She will not always agree with you. "Faithful are the wounds of a friend!" Unless your friendship is of the "crush" variety, you will not want your friend to be a "yes person," under your domination.

*Understanding and sympathy.* Understanding is a most important quality of friendship. It implies tolerance, broadmindedness, lack of snobbishness, lack of self-righteousness. It requires that you see the viewpoints of others. Often understanding is possible through a kind sense of humor. Often it means that you know why your friend acts as he does, and so you overlook it. Can you give examples in which tolerance and understanding have strengthened or safeguarded a friendship?

*Confidence.* All human beings need the sense of security which comes from the approval and love of friends. Your friends need you. Show them your confidence in their abilities. Encourage them. Enjoy and take pride in their achieve-

ments. They will accomplish more because of your belief in them.

You can name many other qualities which you seek in your friends. Wit, magnetism, cheerfulness, agreeableness, good nature, modesty, vitality, good appearance are a few worth mentioning.

**How are friends made?** Girls who desire to be friendly should ask themselves such questions as: "How can I be a friend to others?" "How can I make myself a worth-while person in order that I may give and take in friendships?" rather than: "How may I make myself liked better by others?" "How may I develop my personality so as to become more popular?" Remember, "To thine own self be true." If you are a worth-while person, you will have friends who are of the same kind.

*Congeniality.* From your study of qualities desirable in friends, how many real friends do you believe you have? Is it possible to have a great many? Whose fault is it if you do not? How do you think friends are made? Little do we know what draws people together in friendship. They appeal to each other. They are congenial, yet sometimes their tastes are very different. One may be interested in music and be esthetic in her tastes, while her friend may be practical and unromantic. Genuine, sincere people are usually drawn to one another, while shallow, artificial ones find their own kind. Your friends should call out the best in you.

*Friendships should have time to grow.* Meet others half-way. Show a friendly interest in them. Everyone likes a girl who is alive and interesting, yet who isn't too aggressive or too eager. Common interests further friendship, but one must give interest an opportunity really to develop.

Do not rush into friendships. An admirable type of girl is the one who, though gracious and friendly, keeps a certain reserve. She does not put herself under obligations by accepting favors or too many invitations before she has any idea of whether or not she wants to be friends with another. Such a

girl sets a high value on friendship. When she does give her friendship, it is worth something.

*Should a girl have more than one close friend?* A girl should have more than one close friend. She needs several devoted friends for her own well rounded development. You are a slightly different person to each individual you meet. Each friend calls out different qualities in you. You enjoy many things through the stimulus of other personalities. You should broaden your circle of friends to include some of different ages and social groups. You need rich friends, poor friends, some on whom you depend, others who depend upon you. "Cliques" are undesirable, not so much because of the hurt they inflict on the outsiders as because they tend to stunt and narrow the development of the girls in the small group.

Most girls are aware that a "crush" or an exclusive, absorbing association is not a desirable kind of friendship with another person of the same sex. Having a "crush" on a girl is quite different from being her chum. A "crush" is not founded on real or lasting friendship. It is unwholesome because one girl is under the other's domination. Jealousy and hurt feelings come too easily.

*Forget yourself.* You must not allow yourself to be too shy or oversensitive. It is a comforting thing to realize that the world doesn't pay much attention to us, after all. Often no one knows that we have made a mistake except ourselves. Furthermore, the world quickly forgets one's mistakes. Forget them yourself. Shyness and oversensitiveness are often the result of an "inverted ego"—not of too much modesty, but of too much vanity. Instead of exhibiting superiority and self-confidence, a person of this type is afraid to do things because of what others will think. What if someone did forget you? Be sweet and jolly; make yourself indispensable, and they won't do it again. What if your opinion is frankly snubbed, and someone else's idea accepted? Don't crawl into a corner; do better thinking the next time. There must be give and take in life.



*Maintain high standards.* In making friends, remember to maintain high standards. You may like and enjoy people who do things which your code of behavior does not permit. Be tolerant, but don't let them influence you to do things which will lower your self-respect. Can you give examples in which the wrong friends have had a bad influence on conduct?

*How may one keep friends?* The same qualities which help one make friends also aid in keeping them. Oversensitiveness, shyness, jealousy, gossiping, being too critical, and wanting one's way are faults to avoid.

*Jealousy destroys friendship.* Jealousy sometimes breaks up friendships. Almost everyone is capable of jealousy. Do you think you could get hold of yourself, be so honest that you could look "the green-eyed monster" in the face, recognize it for what it is, and tell it to leave? Sadly enough, it is not unusual for girls to be jealous of and "catty" to other girls. Be generous. Be big enough to enjoy the good fortune of others—their clothes, good looks, social engagements, parties, school honors and other achievements. Incidentally, if you are worth-while and deserving, popularity and success will not turn your head. You will find time to remember and see old friends.

*Do not gossip or pry into others' affairs.* A second way to destroy friendship is to be too inquisitive. Interest in others is natural and welcome if there is respect for the right of privacy. There is one type of girl who takes a proprietary attitude with her friends. She keeps track of everything they do and asks them direct questions about every detail of their lives. She may love them, but has a poor way of showing it—one which anybody may resent.

A direct personal question is in very poor taste. Only an ill-bred person asks personal questions.

Gossip is closely akin to prying into others' affairs. Gossip, whether friendly or malicious, by intention or by accident, is a vice. It is a habit which grows. The tendency to gossip is a thing to curb in oneself and check in others.

*Giving and taking.* With many girls it is a matter of pride to give a bit more than one takes. This would apply to entertaining friends, to little services, and to thoughtful considerations. However, friendship doesn't happen that way. We cannot check and countercheck on what each does. Circumstances often enable some friends to do far more for us than we can for them.

There is, on the other hand, the friend who embarrasses us by always doing more than her share. She may be too magnanimous with her gifts, so that we feel under obligation. We can never catch up. Watch this in exchanging Christmas presents. It isn't the gift, it's the spirit of the giver that counts. In entertaining, a hostess may try to outdo all others in her club by her unusual or too expensive menu; but we should have been much more flattered if she had remembered our liking for ordinary vanilla ice cream with hot fudge sauce.

Once in a while one encounters the girl who is selfish with regard to matters of money, expense, and doing her share. There is, of course, no excuse for the older girl who is earning. The younger girl who gets her spending money from her parents may have to decide what to do if they are unable to give her as much as the rest of the crowd has. She must not hold this against her parents. She must not borrow unless she knows just when she can repay. She may have to excuse herself gracefully from certain affairs.

*The passing of an old friendship.* What would you do if you found that a friendship did not mean as much to you as it once had? Should you let old friends go? Would you cling to the friendship because of loyalty? Would this be false friendship if your heart were gone from it?

In the book *Jeremy at Crale*, Hugh Walpole has answered these questions. Jeremy's best friend has been Jumbo. But the time has come when he finds he cannot talk to him any more. Jeremy has changed; Jumbo has not. Jeremy feels disloyal and self-critical. He has a very understanding uncle to whom he goes for advice. Uncle Samuel says that he can do noth-

ing, and continues, "Friendship's like that. You aren't friends with someone because you want to be. You can't have a friend unless you can feed one another. Once or twice in your life



Companionship in the open—sailing in wind and sun.

you'll meet someone and you'll go on with them for the rest of your days. Finer and finer it is. But for the rest—those you meet on a journey—be grateful for the times you've had together, let it go when it's over, bear no grudges, above all, don't prolong it falsely. No one knows at the start what a friendship's going to be. Don't hang on and be false. Life's all

movement or ought to be. Don't be sentimental over reminiscences and don't charge others with falseness. On the whole, you'll be treated as you deserve."<sup>1</sup>

### WHAT SHOULD BE CONSIDERED CONCERNING BOYS AS FRIENDS?

**Comradeship is the best basis for friendships with boys.** Of course, you are aware that everything that has been said about friendships with girls applies equally to friendships with boys. There should be more and better friendships between those of the same sex; and there should be greater comradeship between boys and girls, men and women.

Every girl is at some time interested in boys as friends. A girl should number among her friends some boys. Having none is analogous to having no girl friends, in the sense that one is made narrow. Such friendships should be formed on the basis of mutual worthwhile interests, not sentimentality.

Boys and girls should learn to play and work together. They may take part in school activities together, belonging to the same clubs and working groups. One splendid basis for comradeship is enjoying the out-of-doors together, going hiking, picnicking, skating, and coasting in groups. Good books and good plays are valuable common experiences.

**Questions for discussion.** This is a good time to have a question box. Someone in the class may volunteer to bring in a box in which to slip the questions. Names need not be signed to the questions. Elect a chairman to conduct informal discussions.

Some questions which girls often ask and which you may wish to discuss are:

1. At what age should one start to go out with boys?
2. How may one become the charming girl that boys like?
3. How may a girl get acquainted with a boy whom she would like for a friend?

<sup>1</sup> From *Jeremy at Crale*, by Hugh Walpole. Copyright 1927 by Doubleday, Doran & Co., Inc.





Courtesy H. Armstrong Roberts

Enjoying the out-of-doors together is one splendid basis for friendship between boys and girls.



4. When a girl is annoyed by a boy's attentions, what could she say, without hurting his feelings, to make him go away?
5. How should a girl act when a boy compliments her?
6. Is it permissible for a girl to telephone boys?

**How may desirable acquaintances be made?** Of course, it is easy to make contacts in school. It is easier, perhaps, to make desirable acquaintances in a small town or city than in the larger city high school, or at college.

Should a young girl talk with strangers? Should she ride downtown to work with a stranger who, seeing her waiting for the streetcar, invites her? Are there opportunities to get better acquainted with boys at your school social functions?

**What kind of girl does a boy like?** In one school, a group of girls in a class such as yours exchanged opinions on this with a group of boys. It was done anonymously, of course. The girls wrote their ideas as to the characteristics desirable in boys, and the boys wrote concerning the qualities they liked in girls. Would you like to do this in your class?

Modern boys like girls who possess health, vivacity, good dispositions, and high spirits. Girls who are interesting conversationalists, good company, and possess a lively intelligence are usually popular. A girl does not have to be beautiful to be admired. If she is well groomed, gracious, and has a pleasant sense of humor, a boy will be proud to be her escort.

If she possesses the above qualities and knows how to be a gracious, enthusiastic hostess a boy will also be pleased to be her guest for an evening at home. There is no better way to judge the worth of a girl than to see her in her own home with her family. Lucky is the girl who has a home in which to entertain her friends. However, she should not feel inferior if home conditions are not all that she would wish them. One's personal worth is not decided by whether or not the living-room rug is worn or the furnishings of the latest style, but by fine personal characteristics, high qualities and ideals.

**Petting.** One of the questions that arises between boys and girls is that of petting. It is agreed that public demonstration

of affection is always in bad taste and the wisdom of that done in secret is always to be questioned. Many girls are apparently confused as to what privileges should be allowed. Some girls fear unpopularity because they do not approve of petting. What do your brothers think about it and what do other boys think? What do you yourself think about it? This is one of the questions that should be discussed with your mother. Her mature judgment will help you to solve it.

Demonstrations of affection should be reserved for those whom we love. Young people should have their friendship on the basis of comradeship, not sentimentality. Later years may bring genuine love that naturally leads to marriage. Every girl looks forward to this as well as to having a home and children of her own. Truly fine, discriminating girls have too high a sense of their own value not to keep their standards high. Ideals established in girlhood are bound to carry over into womanhood and will reflect in later family life.

**Doing the unconventional thing.** Is it ever wise to disregard conventions? Why? Which is better, inner control or fear of "Mrs. Grundy"? Will the right kind of boy take a girl to questionable places of amusement? Will he ask a girl to do things which will cause criticism of her? What are some of the unconventional things which girls should avoid doing? Why is society more harsh to the girl than to the boy who is unconventional? May one defy social customs without risking personal happiness?

An intelligent girl will not disregard conventions. She will not put herself in such a position that ill may be thought of her. "Mrs. Grundy's" opinions are based on appearances. Unconventional conduct invites gossip. Besides, she has a certain responsibility for the boy's conduct, and her stand in the matter will help him.

**Allowing a boy to spend money on you.** A considerate girl does not expect a boy to spend more money on her than he can afford. He may be saving his money for college; he may need it for high school graduation expenses; he may be

out of school without a job or earning very little money; or he may be spending more than his share of the family income.

Gifts that a girl may receive from a boy should be impersonal ones such as flowers, candy, stationery, or books. It is not in good taste to receive gifts that are personal.

### QUESTIONS AND ACTIVITIES

1. Why are the right family relationships important to the home, the individual, and the community?
2. Are mothers and daughters always in accord? Why?
3. How may their difficulties be adjusted?
4. What difficulties may arise between fathers and daughters? Give your solution for each problem.
5. Make a list of things that can be done to help establish good relationships with brothers and sisters.
6. Whose responsibility is the hospitality of the home?
7. Why is co-operation rated as such an important quality in family relationships?
8. What does the family pocketbook provide for the high school girl living at home?
9. To what portion of the family income is she entitled?
10. On what does family reputation depend?
11. Who is responsible for making evenings at home happy?
12. Which contributes more to a beautiful home—good taste or money?
13. What would you do if someone whom you admired very much wanted you to do things which were not true to your standards of conduct?
14. Should a girl do things that might be criticized, in order not to be considered slow?
15. Does friendship depend more on community of interests or on habits of living?
16. How do our friends influence the opinions that others have regarding us?
17. What is a girl's responsibility to a boy in the matter of the money he spends on her?
18. What attitude should an intelligent girl have toward social conventions?
19. Is a girl who will not drink or smoke a "poor sport"? Analyze the ideas behind the phrase. Does the good sportsman break the rules that are found in every game?

20. What can a girl do to help a boy hold to high standards of behavior?
21. If a girl allows a boy to "pet," will he keep it a secret? Is conduct that requires secrecy ever wise?
22. Bring in questions and problems on social relationships for class discussion or for use in private conference.
23. Does the boy or girl take the initiative in making social engagements?
24. May a girl ask a boy to come to see her?
25. When a boy meets a girl at a party and he apparently likes her but does not follow up the acquaintance, would it be proper for her to call him?
26. Should a boy and girl ever go to an entertainment "Dutch treat"?
27. Is education wasted on a girl who marries?
28. Is it possible to have both a career and marriage? Which would you prefer if you had to make a choice? Is marriage also a career?
29. At what age is it desirable for a woman to marry? For a man? Why? What effect should this have on friendships between boys and girls?

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Peter Jackson, London & Paris

**"The Viscountess Barrington."**

**Good breeding which grows from the desire to show consideration for others is always reflected in poise and manner.**

## *Unit Twelve*

### **MAKING THE MOST OF ONESELF: MANNERS AND CONVENTIONS**

Good breeding shows itself most where, to an ordinary eye, it appears the least. —Joseph Addison.

#### **PROBLEM 1. HOW GOOD ARE YOUR MANNERS?**

Manners are general modes of life or conduct and may be either good or bad, as based on inner standards of good will. The general principles of good manners are universal. As expressed in social conventions, they vary in different lands and in different times. Thus, what is considered bad manners in one country may be considered good in another country or by another generation as, for instance, the drinking of tea or coffee from a saucer. When we see someone's grandfather doing this, it seems so extraordinary that it is almost unbelievable; but it was necessary and correct in the days when cups were made without handles and it is still done with impunity in other lands. Our American custom of frequently shifting the fork from one hand to the other while eating is thought by the English, who never do it, to be both awkward and annoying.

Good manners are the outward expression of a desire not to offend or make others uncomfortable, but to put others at ease and make them happy; and if we base our behavior on this desire, we ourselves are much happier and all life is made easier. Some of the obvious things we must avoid are discourtesy of address; failure to acknowledge acts of courtesy on the part of others; hurting others' feelings; and the display of distracting and annoying personal habits.

**Conventions.** By general consent certain forms of action become established as customs or conventions or, as Emerson

once called them, "happy ways of doing things." It is quite possible for one to have good manners and still be ignorant of conventions. Using the wrong fork at table may show a lack of worldly knowledge, but using the right fork in an offensive way displays bad manners. However, knowledge and observance of conventions is necessary before a person can be socially acceptable. Remember, conventions are not dependent upon consideration of others but are certain customs which have been handed down to us. Long established practice of a certain custom is considered an unwritten law. We accept the authority for such customs on long continued usage.

When one knows exactly how to conduct oneself upon a certain occasion, or perhaps has experienced a situation several times, a certain ease and assurance of manner result. This gives a kind of unconscious poise, which is in fact, as it should be, true forgetfulness of self.

The wise person never loses an opportunity to notice and learn good manners and conventions and never fails to practice them. What is learned early in life becomes second nature and protects one from the painful experience in adult life of being uncertain what is the correct thing to do and say. Perhaps, after all, real popularity depends more upon poise and ease of manner than upon beauty and good clothes. Good manners are an expression of the desire to put others at ease and make them happy.

#### QUESTIONS AND ACTIVITIES

1. Explain the difference between manners and conventions.
2. Suggest some present-day manners and conventions.
3. Why is it that a person may have good manners and yet be ignorant of conventions? Discuss the good will factor that lies behind good usage.
4. How can you apply the following quotation from *The Book of Common Prayer* to the subject in hand?

"My duty to my neighbor is to love him as myself and to do to all men as I would they should do unto me."

5. Discuss the principle of Confucius, "Those whom circumstances throw together must respect each other's rights."



**PROBLEM 2. WHEREIN LIES THE CHARM OF HOSPITALITY?**

**Manners at home** should be no different from those practiced outside the home with one's friends and acquaintances. The charm of good manners consists primarily in thoughtfulness and consideration for others. A naturally thoughtful person possesses instinctively manners which are pleasing to all. It should be remembered that selfish and rude actions of young people reflect lack of guidance and training at home. Surely no young girl would care to have her parents unfairly judged or criticized because she, for the moment, forgot consideration for others.

Much has been said of late years about the bad manners of the rising generation. Certainly they are unlike those of their parents and grandparents because we are living in a new world. But are they better or worse? Who should know better how to judge of them, your parents or people of your own age? Maturity has one great advantage over youth that should never be overlooked. Experience has developed good judgment on the part of older people that your contemporaries cannot possibly have. Listen to them. What we do at home we will do outside of the home. It is the practice house where the foundations of future actions are laid, and is really the place where the best opportunity is offered to learn to appreciate and practice the amenities of life. Above all, home is the place where true hospitality can best be offered through the charm of good manners and generous attitudes.

**Table manners.** Whether eating with your family or at another home be prompt, tidy, and prepared to contribute to pleasant conversation during the meal. When dinner is announced find your place at the table with no appearance of haste or confusion. Stand behind your chair and wait until the host or hostess draws out his or her chair. Take your seat from the left if possible.

Watch the hostess to determine whether or not she intends

to ask a blessing. If she bows her head and offers a prayer, keep your hands in your lap and bow your head also. After this the napkin may be removed from the table and placed in your lap. Small luncheon napkins may be opened entirely but large dinner napkins should be kept folded in half. Keep the folded edge toward you to avoid awkwardness in using.



How to use a soup spoon.

Never appear to be ravenously hungry or begin eating until the hostess does. Eat slowly, chewing your food quietly with your mouth closed. Never speak when your mouth is full and never direct a question to anyone just as he is taking a mouthful of food.

The greatest compliment you can pay your hostess is to eat everything which is served you. If food which you dislike is served, take it without comment and try to eat a part of it. If your preference is asked, it is always good form to state it.

At informal dinners a second serving may be offered. It is

correct to pass your plate if you desire to be served again. Before passing your plate place knife and fork together at the edge, placing the fork with tines up.

Never play or gesticulate with your silver. Above all things never wipe your silver with the napkin before using. This is a habit often developed by people who eat in cafeterias and restaurants where silver is water marked or not entirely clean.



The proper way to cut meat.

It is perfectly proper now to eat all the food served to you, although not many years ago the custom was to leave a small amount of each kind of food on the plate.

When passing cream or sugar, pass the containers so the handles are turned toward the other person and may be grasped easily. Never place them on the table unless you are the last person to receive them.

When your left hand is not needed, keep it in your lap and keep elbows off the table. Avoid arranging your clothing, coughing, or blowing the nose. In case of extreme distress ask to be excused and leave the room until you recover.

In America the knife is used only for cutting or spreading and is then placed on the plate. When cutting meat, the fork is held in the left hand, tines down, and the knife is held in the right hand. To carry the food to the mouth, the fork is changed to the right hand and held with prongs up.



Eating with the fork.

The way in which you hold your knife and fork is very important. To grasp the handle of the fork in one's fist is both clumsy and vulgar. When the fork is held in the left hand, the prongs should be turned down with the end of the handle resting against the palm of the hand. The forefinger rests on the handle, the thumb is on one side, and the other fingers are curled under in support.

When the fork is held in the right hand, the position is reversed. The prongs should be turned upward when carrying food to the mouth.

The knife, when used for cutting, is held in the right hand. The tip of the index finger rests on the handle of the knife



while the end of the handle rests easily against the palm. When cutting food be careful to keep elbows close to the body. Cut only one bite at a time.

Eat everything possible with a fork rather than a spoon. Desserts, pastries, and most vegetables are eaten with a fork. No more than one kind of food may be taken on the fork at a time. It should not be used for mashing or mixing foods.

When a piece of silver has once been used, it should never be allowed to touch the tablecloth again.

A coffee spoon should be used for stirring the coffee once, and should then be placed in the saucer. Take food from the side of the spoon, and do not have more in the spoon than you can remove at one time.

Always wipe the lips with the napkin before taking a drink of water. When passing a glass to be filled, grasp the middle or lower part of it. When passing any plate of food, keep the fingers on the extreme edge of the plate.

If you are asked to pass any food, do not help yourself first; wait until the plate comes back. At the end of the meal do not put your napkin on the table until the hostess does. When she does, it is a sign for leaving the table. If you are not remaining for the next meal lay your napkin unfolded at the left of your plate.

Allow the hostess to lead the way from the dining-room.

**Correct table service.** There are certain standardized forms of table setting with which every girl should become acquainted. This knowledge may be used in setting the table for the family dinner, in assisting at a banquet, and in visiting in someone's home. It is an invaluable social asset to know in what order to use the silver and how to conduct oneself during any meal under all conditions and circumstances.

An attractive, well set table is an excellent background for a pleasant meal and perfect table manners. For breakfast, supper, or luncheon the table may be covered with doilies, runner, or a luncheon cloth. Gaily colored linen luncheon sets offer in-



interesting color notes. For dinner a beautiful laundered linen tablecloth should be spread over a silence cloth. This cloth or pad not only protects the table but softens the noise of dishes. If doilies are used, there must be enough doilies to place under every dish.



Courtesy "Delineator"

A standardized luncheon setting.

For the centerpiece, use a low potted plant or a bouquet of cut flowers artistically arranged with color scheme to match the candles and food.

The space prepared for one person at the table, including china, linen, crystal, and silver, is called a "cover." Each cover should be set with all that is required for the meal except perhaps for the dessert course. Eliminate unnecessary silver. The sequence for silver is from the outside toward the plate in the order in which the pieces are used. However, knives are al-



Courtesy "Delineator"

The tall candles and formal arrangement of the flowers show that the occasion is unusual.

ways placed at the right, next to the plate because of appearance. The sharp edge of the knife is turned toward the plate.

Forks are placed at the left of the plate, tines up. If an oyster or cocktail fork is used, it is placed at the extreme right



Courtesy "Delineator"

**A nearer view of one cover.**

of the plate setting or on the plate on which the cocktail is served.

The spoons, with bowls up, are placed at the right of the knives.

If no knives are used, the forks are placed at the right, next to the plate.

The water glass comes at the tip of the knife. The napkin is placed to the left of the forks with the open end in the lower right-hand corner.

All lines on the table must be parallel to the edge of the



table or at right angles to it. Never place anything diagonally. If possible, place the covers directly opposite each other and see that all silver, linen, and dishes are placed one inch from the edge of the table.

The bread and butter plate is placed at the tip of the fork. The bread and butter spreader is placed on the plate parallel to the edge of the table, with the handle to the right.

The hostess should arrange the seating of guests. A man and wife are never seated next to each other. The lady guest of honor is seated at the right of the host and the man guest of honor is seated at the right of the hostess.

There are three types of service. They are the English, Russian, and compromise. In the English service all the food is served at the table by the host or hostess. The Russian style is more formal, with all the food served from the kitchen. The compromise is a combination of both English and Russian. Some courses are served at the table, and such courses as soup, salad, and dessert are served Russian style.

#### SIMPLE RULES FOR WAITING ON TABLE

1. Remove, pass, and place all dishes from the left of the person.
2. Beverages are exceptions and are served from the right.
3. Remove all food and soiled dishes from one course before serving the next course.
4. There should be no appearance of haste or clumsiness.
5. Keep a watchful eye on the wants of the guests.
6. Fill water glasses only three-fourths full.
7. Soup is never placed on the table until the guests are seated.
8. Place chair so guest may be seated without moving his chair.
9. Fruit cocktails may be placed on the table before dinner is announced.
10. Do not remove glass from table to fill.
11. If salad is served with the meat course, it may be placed at the right of the plate unless a beverage is served at the same time. In this case the salad is placed at the left of the plate.
12. Serve the hostess first, then to her right on around the table.
13. Remove the plate of the hostess first unless she herself is waiting on table. If the hostess waits on table, she begins to remove dishes on her right, leaving her own cover until last.

14. Remove one complete cover at a time.
15. Never reach in front of another person.
16. Do not stack dishes.
17. In passing food hold the plate low, but do not allow the dish to rest on the table. Hold the dish with the hand underneath, not on the edge of the dish.

### QUESTIONS AND ACTIVITIES

1. Debate the question: Are our manners worse than those of our parents?
2. Why should our best manners be practiced at home?
3. If they are not satisfactory to the outside world, is it fair to blame it entirely to home training?
4. Plan a luncheon. Draw a cover for it. Two girls demonstrate, step by step, how to serve and eat it.
5. What foods may be eaten with the fingers?
6. Make a list of unusual foods and tell how to eat them.
7. How should the following foods be eaten?
 

1. Watermelon	6. Fried chicken
2. Corn on cob	7. Asparagus
3. Artichokes	8. Potato chips
4. Cream puff	9. Brick ice cream
5. Baked potato	10. Shortcake
8. What silver is necessary to serve the following menus?

#### BREAKFAST

Grapefruit  
 Wheat Cereal                      Cream  
 Poached Egg on Toast  
 Cocoa

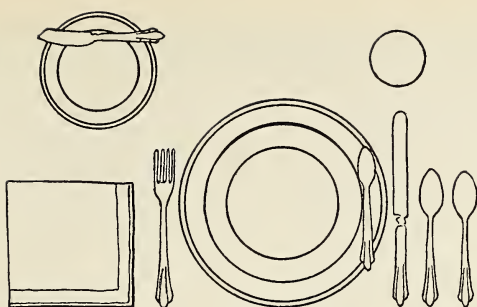
#### LUNCHEON

Cheese Omelet with Asparagus Tips  
 Lettuce Salad                      French Dressing  
    Muffins  
 Snow Pudding                      Tea

#### DINNER

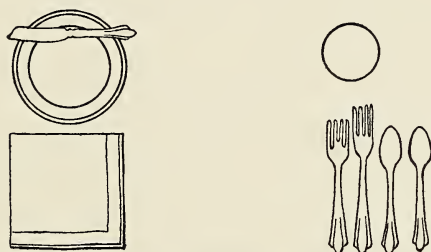
Broiled Chops                      Scalloped Potatoes  
                          Spinach Soufflé                      Dinner Rolls  
                          Tomato Salad  
 Pineapple Upside-Down Cake                      Coffee





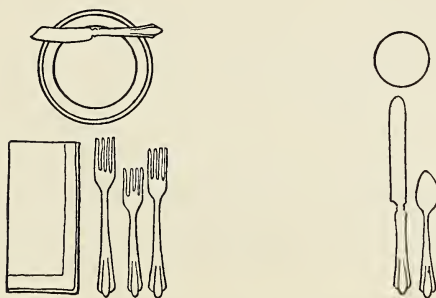
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A cover for breakfast.



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A cover for luncheon.



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A cover for dinner.

**PROBLEM 3. CAN YOU GIVE A SUCCESSFUL PARTY?**

**The hostess.** Every girl, no matter how modest her home, should learn to be a successful hostess. This means primarily to develop the ability to make one's guests feel comfortable and happy; and the creating of these satisfying personal relationships in a group is a matter of attitudes more than the special program of entertainment provided. The inexperienced hostess should not attempt formal or elaborate parties. It is the personality of the hostess and not her silver and costly linens which makes her parties successful. Another important factor is the selection of guests. No matter how beautiful one's home or how faultless the menu, if the guests have nothing in common and feel restrained, the dinner or bridge cannot possibly be a complete success.

**Informal parties** may be such functions as simple luncheons, suppers, dinners, teas, and bridge parties. An informal invitation should be extended. It is simply a friendly note written on correspondence paper or correspondence cards. Informal invitations may be made personally when meeting a friend or may be given over the telephone.

The informal invitation should be acknowledged promptly in a cordial, friendly way. In replying to an invitation, explicit details should be given. For example, one should write, "I shall be delighted to attend your luncheon on Wednesday, March eighth, at one o'clock," rather than only, "I shall be delighted to attend your luncheon." This gives the hostess an opportunity to correct any mistakes that may have been made in the invitation.

If the invitation is given personally or over the telephone, it is discourteous to say, "I will let you know." One must either accept or decline at once.

For informal parties a brief note of invitation is sent from five to seven days ahead. It should take the form of general correspondence, and should state the day of the week, date, and hour at which the party is to be held.



A young hostess greeting her guests.

## INFORMAL INVITATION

My dear Miss White:

Will you come to luncheon on Friday, May the fifth, at half-past one o'clock? Miss Alice Schwenn will be here, and you have often expressed a desire to meet her.

Cordially yours,

Mary Andrews

## INFORMAL ACCEPTANCE

My dear Miss Andrews:

I shall be delighted to attend your luncheon on Friday, May the fifth, at half-past one o'clock. You are very kind to remember that I am anxious to meet Miss Schwenn.

Sincerely yours,

Agnes White

## FORMAL INVITATION

Mrs. Carl Kochler  
requests the pleasure of  
Miss Janice Baum's  
company at luncheon  
on Tuesday, the seventh of February  
at one o'clock

## FORMAL ACCEPTANCE

Miss Janice Baum  
accepts with pleasure  
Mrs. Carl Kochler's  
kind invitation for luncheon  
on Tuesday, the seventh of February  
at one o'clock

Do not ask for an invitation for another. It is best to send regrets and stay at home if one has a guest. There is often a limited amount of space in homes and it is unwise to upset a hostess's plans by requesting an invitation for a house guest.

An engraved invitation does not require a reply unless a reply is requested. When the abbreviation R.S.V.P. is used, above all else reply promptly.

A regret to a formal invitation omits the place and hour. Following is an example :

Miss Janice Baum  
regrets that she is unable to accept  
Mrs. Carl Kochler's  
kind invitation for luncheon  
on Tuesday, the seventh of February

**Introductions** are for the purpose of placing two or more persons on friendly terms. Introductions well made are more than the exchange of names. The person making the introduction must bridge the awkward gap and create a smooth and pleasant conversation.

The simplest and best forms of introductions are: "Mrs. Smith, may I present Miss Brown?" and "Mrs. Smith, Miss Brown." A younger person is always presented to an older or a more distinguished person. An unmarried woman is always presented to a married woman, unless the unmarried woman is considerably older.

A simple form which is easy to remember is to mention first the name of the person whom you wish to honor.

Do not use *Miss*, or *Mr.*, or *Mrs.* when referring to members of your own family. A daughter introducing a young man to her mother should say: "Mother, this is Mr. Jones," or "Mother, may I present Mr. Jones?" or "Mother, Mr. Jones."

It is extremely bad taste to use the phrase "my friend" when making an introduction. Other awkward and very poor forms are "Let me make you acquainted with," "I want you to meet," and "Shake hands with Mr. Jones."

Never introduce people to each other unless you are certain that it will be agreeable to both. Never shift the responsibility of making an introduction to someone else. The more experience you have in making introductions the more assurance you will gain and the easier it will become.

Introductions are rarely made on the street. If you are



walking along the street with a friend and meet another friend who is a stranger to your companion, do not stop for an introduction. If you do stop for a moment, and it must only be a moment, your companion should walk slowly on. She should not stand by awkwardly, waiting for an introduction. If by chance the newcomer joins you, then it is your duty to make the introduction at once.

Never introduce a person to a large group of people. It is both awkward and embarrassing. A newcomer may be presented to a small group of people instead of to each person individually. All who are guests under one roof may consider themselves automatically introduced.

If the person making the introduction does not pronounce the name clearly, it is permissible to say: "I am sorry, but I did not quite get your name." Do not try to guess the name. It always makes a favorable impression upon a newly made acquaintance when you refer to him by the correct name.

**Acknowledging an introduction.** The correct acknowledgment of an introduction is simply, "How do you do." Sometimes the name is added: "How do you do, Mr. Brown." Another way is simply to smile and bow. Using the name has the practical advantage of tending to fix it in your mind.

A man always rises when being introduced. A woman rises to greet her host and hostess or an elderly or distinguished person. A hostess rises to receive all newcomers and to make introductions.

Handshaking is a characteristic of men. However, a hostess should offer her hand to both men and women. A man should wait for a woman to extend her hand first. A woman should not, however, refuse to accept a handshake offered by a man. The handshake should be merely a firm hand clasp, grasping the full part of the hand. There should be no pumping or squeezing of the hand so hard that rings are pressed into the flesh. Character may be reflected by the hand clasp, a moist, limp hand expressing a weak and colorless personality.

**Goodnight to hostess.** Always seek out the host and hostess and thank them for a pleasant time. If you are being entertained in some boy's or girl's home, it is thoughtful and essential to say goodby to the parents.

It is poor taste to linger after expressing a desire to leave. Never keep anyone waiting and do not attempt to say goodnight to each individual guest. A pleasant nod or word of parting will include all.

When parting from a new acquaintance to whom you have been talking, it is permissible to smile, nod, and say "goodby" or "goodnight." If you wish to be more cordial, you may offer your hand and say, "Goodnight, I am very glad to have met you." It is better taste, however, for a man to avoid saying this unless the lady expresses her pleasure first. It might be regarded as a presumption for a man to say it first.

**The dance.** When a young man calls at a girl's home to take her to a dance, he should greet her parents and talk with them for a short time before taking leave. Upon arriving at the dance the boy and girl go to their respective dressing-rooms to remove their wraps. The boy should wait for the girl and escort her to the ballroom, allowing her to enter first. The girl then precedes the boy past the receiving line. If the receiving line is composed of host, hostess, and a few friends, each person arriving shakes hands with each person in the receiving line and says, "How do you do." One does not stand and talk long, but proceeds directly down the line.

If the girl is a stranger to the people in the receiving line, then she must be introduced. In such cases the boy, who is just behind her, greets the first person in the receiving line, then introduces the girl he is escorting, saying, "Mrs. Brown, may I present Miss Blake?" This process is repeated after greeting each member of the receiving line. If there are a number of people in the receiving line, it becomes monotonous and embarrassing to use the same form of introduction. Vary the form, saying, "Mrs. Brown, this is Miss Blake," or "Mrs. Brown, Miss Blake."



May I have the next dance?

If neither boy nor girl is acquainted with anyone in the receiving line, then the girl goes first and gives her name to the first person in the receiving line. This person then turns to the second person in the receiving line and introduces the girl. This method continues on down the line. The boy does likewise.

It is the boy's duty to see that the girl's program is arranged. He should always take the first and last dance and the dance before and after supper or the serving of refreshments.

At formal dances a grand march usually precedes the first dance or the supper dance. In this case the boy offers his arm to the girl as they march in dignified fashion, the girl to the right of the boy.

If a girl has refused one boy's invitation for a dance, she must not accept another's invitation for the same dance. If she does not wish to dance a particular dance she may ask to sit out. It is the girl's privilege to stop dancing whenever she wishes and ask to be taken to her seat. The boy must not stop dancing voluntarily until the music stops.

The boy should always thank the girl for the dance by saying, "Thank you for the dance." The girl's reply should be, "I am glad you enjoyed it," or "I liked it, too."

A boy should never leave a girl alone on the dance floor. He should escort her to a seat, always taking his place to the left of her. The only courteous way for the boy to leave the girl is to say, "Will you please excuse me? I have the next dance."

It is discourteous for a boy and girl to dance the entire evening together, and it is equally bad manners for them to wander off to some secluded spot. By doing so the boy is monopolizing the girl and making her conspicuous. When refreshments are served, the boy provides the girl with refreshments and sits next to her.

After the last dance each person should again go down the receiving line. Shake hands and tell the hostesses that you have enjoyed the evening. If there is no receiving line, then





Good posture is a part of good dancing.



seek out the host and hostess or chaperones and thank them for a pleasant evening. After the dance it is not good form to go somewhere else to eat, or to go to a public dance hall. The boy should take the girl directly home. He should not linger over the parting and he should not be invited to enter the girl's home. He need only be sure that the girl is safely inside her home.

**Escorts.** Whenever a girl accepts an invitation from a boy to attend any social function, she contributes her share in making the evening a success by being a pleasant and entertaining companion. No matter how much money the boy spends during the evening the girl should in no way feel obligated to him.

Escorts are not absolutely essential for a young woman's happiness or social life, but they are very necessary for some social affairs. For example, two young ladies may attend a theater, a bridge party, or tea unescorted, but they should not attend a dance alone. It is advisable to be escorted to any social affair at which the majority of people attend with escorts. For example, it is permissible for young women to attend, in the daytime or at the dinner hour, a restaurant where others are dancing; but it is very bad form to attend such a restaurant unescorted after the theater.

A girl should expect her escort to be considerate, courteous, and gentlemanly; and to act at all times in such a manner that she may be proud to be seen with him. A girl's conduct provides the cue for the boy's actions.

**Chaperones.** The modern chaperone is much different from the one of days gone by. The chaperone of today need not necessarily be a watch-dog in the old sense of the word, looking for trouble. She should lend dignity and stability to any social gathering. Her duties are numerous, and she must have a personality which commands respect and admiration. In cases of illness, accident, or when questions of etiquette and good breeding arise, chaperones should assume control.

Young people who attend school dances and parties should remember that chaperones are not usually present because they

want to be. To ask an older person to chaperone a dance and then to allow her to sit a whole evening practically ignored is the height of ill breeding. Chaperones should not expect to be



These booklets containing rules of etiquette for parties and dances were compiled by a class in personal regimen and printed by the school. Try arranging such a booklet to meet the social problems of your school.

entertained the whole evening but should take their position seriously and act with discretion.

**Manners at the bridge table.** Bridge is the outstanding social game of the day. Everyone should know how to play it at least passably well if she plays at all; if one does not play bridge, one is likely, in some communities, to be excluded from many social functions. This does not mean that there are no other acceptable forms of amusement, if your family does not approve of card playing.

A hostess should not try to entertain with any kind of a

game unless she is aware of the preference of her guests and is fully informed of the rules. It is well not to invite any more guests than can be easily accommodated in one's home.

If there are only a few guests, the hostess may play. When many guests are present it is better if the hostess does not play. Her time should be occupied in looking after the comforts of her guests, giving last minute attention to refreshments, and indicating when to change partners.

A player's undivided attention should be given to the game. All conversation should be withheld while the bid is being made. "Post mortems" are not advisable unless a person who is learning asks to have her mistakes pointed out.

Never pick up your cards until the dealer finishes dealing, and be careful not to suggest by word or action what you hold in your hand. Sometimes partners unwittingly expose their hands. This is unfair.

A great many people play only for the prize and in their eagerness to win make the game a terror and bore for those with whom they play. If you are a good player, be tolerant of a poor player. If you are a poor player, determine to become a better one. Any game is capable of exposing one's sportsmanship, patience, and self-control.

### QUESTIONS

The following groups of questions are from the high school question box. Can you answer them?

#### Miscellaneous

1. Should a school girl sixteen years of age go with a boy who is out of school?
2. Is it correct to keep a boy or man waiting?
3. Are "blind dates" harmful? What are possible different forms of "blindness," or unstated factors in an invitation?
4. Do clothes and appearance alone attract boys? Would you care much for a boy who cared for you primarily on these grounds? What is the basis for a personal preference that may be expected to endure and grow?

5. Is it proper for a girl to ask a boy to an outing that a girls' club is giving, even if she does not know the boy very well?
6. Which is correct: Should the boy ask the girl for a date; or is it all right for the girl to ask the boy?
7. If a girl asks a boy to go any place with her, should she pay her own way or should he pay for both?
8. Should a girl help a boy on with his overcoat?
9. If you are going to a football game and you know a certain boy will be there, is it incorrect to say, "I'll see you at the game"? Or does it seem as though you were trying to meet him there?
10. If a boy asks when he may see you again, would it be correct to say that he may call on a certain day?
11. If a boy who has made a date with a girl doesn't appear for the date and acts afterward as if nothing has happened, is the girl wise to refuse when, a few months later, he asks for another date?
12. If you like a boy very much, and he comes to your home some night without your knowing that he is coming, should you go out with him that evening, if he asks you?
13. Should an invitation to go somewhere be specific as to place and nature of entertainment? Does not good comradeship imply full knowledge in advance, so that the boy would state, or you would ask as a matter of course?
14. What will you wear ordinarily in the evening? When will you wear a party dress?
15. Is it all right for a boy to wait in the car until the girl is ready? What is the courtesy due your parents?
16. Should an engaged girl accept invitations from others?
17. If a girl is asked by one boy to go somewhere and she refuses, and then another boy asks her to go with him on the same night, should she refuse him, too, or go because she likes this one better than the first who asked her?
18. At what age can a young girl accept invitations from a boy?
19. What may you say to a boy when you want him to go home and he doesn't wish to go?
20. Is it all right for a girl to accept a last-minute date, or would a boy think her too anxious?
21. If you have gone out two or three times with a boy who has since lost his job and has no money for entertainment, would it be too forward to ask him to spend an evening at your house?
22. How can a girl politely say she doesn't want to go out without hurting a boy's feelings?

## At Parties

1. If a boy has invited you to a party at his home, should you accept without receiving an invitation from his mother?
2. Is it all right to refuse an invitation if one has no special reason except not caring to go?
3. Should a girl thank a boy for escorting her home, or is it taken for granted that it is his pleasure?
4. Is it correct to ask a boy whom you have met in a group party to call, if he has escorted you home, or would it seem too forward?
5. May a girl go to a boy's house on Sunday evening for a light supper if she is asked only by the boy?
6. How can one best state one's wish not to enter into some group activity, in such a way as not to give offense but at the same time to keep to one's standards?
7. Should a girl ask a boy to a party?
8. When a party is given, what types of games would you select for a mixed group?
9. If a group of girls are holding a party and are inviting boys, is it all right to ask the boy personally or should invitations be sent out?
10. If a girl is to have a party, should she ask each girl to bring an escort or should she invite the whole mixed group?
11. When a girl and boy are invited to a social affair where a gift is required, who buys the gift? Would the boy buy it, or would they share the expense?
12. Should a boy come to the girl's home to call for her if she is invited to go to a party with him?
13. How do you decline an invitation from a boy whose actions you do not approve of?

## At Dances

1. What should a girl say, if anything, to the boy after he thanks her for a dance?
2. When a boy takes a girl to a dance, is it necessary for her to have the first dance with him? The last dance? Why?
3. If you go to a dance and you don't know how to dance, what could you tell a boy who asked you to dance?
4. When a boy asks a girl to dance, what would be the proper thing for her to say in accepting?
5. Should a girl, if she is escorted to a dance, accept an invitation to dance from someone else with whom she is not very well acquainted?



6. When attending a formal dance with some one person, is it correct to dance with a person who is a total stranger to both of you, leaving your escort to himself?
7. Is it correct to go into the dressing room to repair your make-up when at a dance?
8. If you were at a dance and a boy who did not know how to dance well asked you for a dance, do you think it would be all right to refuse?
9. Is it rude to refuse a dance with a boy?
10. Is it proper for a girl to go to a private dancing party unescorted?
11. Is it proper for a girl to go to a public dance unescorted?
12. Is it ever proper for a girl to invite a boy to a party or a dance if the boy has never asked her for a date or shown her much attention?

#### Motoring

1. When you are going driving with a boy, is it polite to powder your nose as he watches you?
2. When entering a two-door sedan, on which side of the boy should the girl sit: left or right?
3. In leaving a machine, would it be rude for the girl to open the door and not wait until the boy opens it for her?
4. How should you refuse if a boy of an undesirable sort asks you to go for a ride?
5. When a girl and her escort are driving, should the girl get out of the car herself or should she wait for the boy to help her if it's just to take a minute for an errand?
6. If a machine is crowded, is it all right to sit on a boy's lap?
7. Is it correct to go for a ride with a young man after a party?
8. Should a girl leave a party and go for a ride alone with a boy?

#### Introductions

1. When meeting on the street, does the boy or girl say "hello" first?
2. When greeting a boy or girl, is it correct to shake hands? If so, should a slight pressure accompany the grip of the hands? Some boys and girls feel that they cannot really feel cordial unless this is done. Why?
3. When introducing a young person to an elder, should you address the person you are introducing as *Miss* or *Mr.*, if they are about your age?
4. If you have a date with a boy and your family has company, should you stop and introduce him to them when he calls for you?
5. When you are with a boy and he meets a friend of his who is

unknown to you, should you remind him to introduce you or should you introduce yourself?

6. Should a girl speak to a boy from school who she thinks doesn't wish to speak—perhaps because of bashfulness?
7. Is it correct to speak to a stranger whom you see frequently, or is it correct to wait for an introduction?

#### PROBLEM 4. HOW IMPORTANT ARE YOUR MANNERS IN PUBLIC?

**In the office.** To begin the day with a cheerful “good morning” to one’s co-workers, regardless of one’s own mood, may save the day for both; and a pleasant “good afternoon” or “good night” together with some friendly wish or suggestion, may go a long way toward lifting the load of the day.

The use of given or Christian names in the workaday world is not considered good form.

An ever-ready, graceful “please” and “thank you” to all whom we contact, regardless of rank or station, marks us as truly courteous.

To blunder is our common lot, but too few of us know when and how to offer an apology and how to receive one graciously. In general, anything which amounts to an interruption, however slight, in another’s work calls for an apology.

To appropriate and make use of, or in any way disturb, another’s desk or work is unethical.

When approached by an elderly person or superior, one should rise to receive instructions or give any information asked for.

Criticism of a co-worker or predecessor, unless constructive and open, is always detrimental to oneself.

No appeal should be made over the head of an immediate superior except in extreme need.

Drawing on an employer’s supplies for personal use is, in plain words, dishonesty.

Personal messages over the telephone are sometimes un-

avoidable, but frequent and prolonged conversations are out of place and take time from one's work.

Be reserved and refrain from discussing your personal affairs with your business associates.

A young girl does not go out to lunch with her employer unless business affairs are to be transacted.

If a casual meeting at luncheon occurs between a girl and her employer or a work mate, it is proper for each to pay for her own luncheon.

To accept invitations and gifts from office mates is decidedly ill-bred and often causes unpleasant complications.

Occasionally employees give a present to their employer, but it is never the correct thing to do.

Girls are inclined to form sudden friendships. Friendship allowed plenty of time to grow is more rich and lasting.

Be impersonal. Center your point of view and judgment on the facts in the case and not upon your personal reactions to them.

Dignity, poise, and self-control are enormous assets for the business woman. Poise enables one to meet emergencies with perfect mental equilibrium and without an exhibition of feeling.

Develop tact. Learn to size up the situation, circumstance, or mood of an individual or group, and to do the courteous thing which will stir up the least antagonism and come nearest to gaining the desired point or make it possible to do so later.

To courtesy and tact add a genuine interest in those about you and thereby develop a personality that will bring you opportunity and success.

**The telephone.** All rules governing the use of the telephone arise from the facts, first, that the telephone is a time saver; and second, that courtesy over the telephone is as necessary as when speaking with a person face to face. Thus we must observe the following rules:

1. Arrange the telephone so that it may be used in comfort. Have a pad and pencil, a calendar, and if possible a time piece for handy reference.

2. Speak directly into the transmitter.
3. Use an ordinary speaking voice.
4. Let the tone of your voice be pleasant.
5. Exercise patience and self-control. Exhibit no emotion, even upon a plea of fatigue, overwork, wrong numbers, or unnecessary calls.
6. If you are unable to get the correct number, do not get out of patience with the operator; call the supervisor.
7. In answer to "Number, please" repeat your number slowly, clearly, and distinctly. If dial phones are in use, make sure you have correct instructions for their use.
8. In answering the telephone the following are considered correct:
  - (a) The switchboard operator says, "The Smith Rubber Company."
  - (b) If Mr. Smith answered, he would say, "This is Mr. Smith of the Smith Rubber Company."
  - (c) In a private residence the person answering says, "This is the Smiths' residence."
  - (d) If Mrs. Smith answered, she would say, "This is Mrs. Smith speaking."
9. When the one who answers is not the one wanted, the following is considered correct:
  - (a) "I will connect you with Mr. Smith."
  - (b) "Just a moment please, I will call Mrs. Smith."
  - (c) "Mr. Smith is in conference just now. May I take a message or have him call you?"
10. "Who is calling, please?" is correct, if said in the proper tone, when one's employer does not wish to attend to all calls personally or desires to know who is calling.
11. If one is answered only by "Hello" one should say, "Is this the Smith Rubber Company?" or "Is this Garfield 3951M?" If you fail to hear, "I beg your pardon" is correct.
12. When called to the telephone, never keep anyone waiting.
13. If an interruption occurs, ask the person to whom you are speaking if you may not call later. Do not keep him waiting. If you have reason to believe your call will be a lengthy one, find out if the person is at liberty or would rather have you call later.

14. To "listen in" is very ill-bred, as is also to converse upon topics too personal in nature.
15. The person making the call is the one who should terminate it.

**On the street.** To appear conspicuous is to show ill breeding. Therefore when on the street act, talk, and dress so as not to draw attention to yourself in any way.

Remember, haste is an enemy of dignity and poise. If you are out for a stroll, do not select a busy thoroughfare, for the rule is to move with the crowd, neither faster nor slower.

As in driving, so in walking—keep to the right.

If you accidentally brush against another, a quiet "I am sorry" is in order.

Avoid walking three or four abreast.

Keep your voice well modulated and avoid speaking of things of a personal nature when upon the street.

When stopping to speak to someone, step to one side, or better, turn and walk with the person.

When a boy and girl meet, the girl should be the first to speak. The boy lifts his hat and says simply, "How do you do?" His hat remains in his hand during their conversation, which should be brief, unless the boy asks permission to walk with her toward her destination.

The boy walks next to the curb regardless of the number of girls present.

The boy assists the girl with her bundles or carries her umbrella.

A man does not take hold of a woman's arm unless she needs assistance; neither is it considered good form for two girls to walk arm in arm.

Avoid affectionate demonstrations on the street whether in greeting or in leave-taking. Greetings should be sincere but not effusive.

Avoid the use of proper names in public.

If you meet a friend and stop to exchange a word of greeting, your companion may advance a short distance and wait for you.



If your acquaintance is invited to walk along with you, introductions are in order.

Eating candy or chewing gum is taboo on the street.

Be careful to observe all traffic rules.

**Street cars.** When entering a street car do not crowd, push, or shove. If this is done accidentally, do not fail to say, "I beg your pardon."

Step forward in the car when the conductor asks you to do so, and at all times show consideration for others in the matter of a seat or standing room.

Older persons precede younger ones and the girl precedes her escort in entering a street car.

In passing through a crowded aisle say, "I am sorry," or, "May I pass, please." This not only shows good breeding but helps greatly in opening up the way.

Avoid confusion and delay by having your fare ready.

In paying your fare, avoid presenting a bill necessitating much change.

Do not argue over who should pay the carfare. When a group of girls board a street car it is the usual and the correct thing for each to pay her own fare.

If you are the guest of a girl or boy, you do not offer to pay.

If you meet a friend by chance, it is correct for you to pay your own carfare. It is correct for him to offer to pay your carfare, but he should not insist.

Sit erect. Whether sitting or standing, be careful to maintain your balance as the car stops and starts.

Sit quietly and do not disturb your neighbor by restless, unnecessary movements.

If sitting room has been made for you, show your appreciation and do not wedge yourself in so that your neighbors repent of their efforts in your behalf.

Do not permit your parcels or luggage to be a source of annoyance to those near you.

Exercise care that your umbrella does not trip a passer-by. In case it is wet, hold it in such a way as to protect your neighbors.

Newspapers are folded in half lengthwise when read upon the street car.

Rules concerning eating candy, chewing gum, manicuring one's nails, powdering one's nose and conversing with strangers, loud talking, and laughing are the same in the street car as in other public gatherings.

To point, stare, comment upon, or ridicule others marks one as ill-bred.

Start to get off in plenty of time to avoid confusion and possible accident.

The younger person or the escort goes ahead to make way for the older person or woman and to assist her in getting off.

**In a store.** When entering a store, an elderly person, a woman, or a girl enters first, but the person accompanying each steps forward and holds the door open.

Upon entering a store hold the door open for the person behind you.

In answer to the salesperson's pleasant "May I help you, please," say, "Yes, thank you," and state clearly what it is you desire. Know what you want or frankly admit you do not, and enlist the saleswoman's help.

Remember that to the salesperson "the customer is always right." Never take advantage of this situation.

Do not push or shove your way to the counter; instead, wait your turn.

Do not tap on the counter for attention or address the saleswoman as "girlie."

Do not visit with friends in store aisles.

Avoid handling merchandise.

Salespeople are glad to show their merchandise; but be considerate and do not demand unnecessary service at rush times.

Avoid last minute shopping.

Girls or women precede boys or men in entering and leaving elevators, as do older people.

Thank the salesperson whether you succeeded in obtaining what you wanted or not.

**In church.** In church the atmosphere is one of reverence and worship rather than sociability.

Upon entering go immediately to your pew and maintain an attentive silence.

Friends may be greeted, but only with a nod or smile. Visiting with friends is done only after the service and then in the vestibule of the church.

The usher leads the way down the aisle followed by the woman, then the man, who thanks the usher quietly.

Arrive on time or wait respectfully in the rear of the church until an interval arrives when you may be seated.

In case you do not know the form of service used, watch others and follow their lead.

It is the duty of the man or boy or younger girl present to find the place in the hymnal.

Make strangers feel welcome by offering them a hymnal or book of service opened at the proper place.

Never criticize or ridicule any form of service foreign to you.

**At the theater or movie.** Conduct at a movie should be no different from that at the best theater in town.

If you are entertaining a guest at the theater, it is better to buy the tickets in advance. If this has not been possible or if the tickets must be called for, the guest waits at one side until they are procured.

A girl does not meet a young man in the lobby of the theater; he calls for her at her home.

Avoid being late. In case you are, say, "I am sorry," as you face the stage and slide past those already seated. Be careful not to brush those in front of you.

To rise slightly in one's seat to let those entering pass is almost a necessity and is quite the courteous thing to do.

A boy hands the tickets to the doorman, then stands to one side and allows the girl with him to precede him into the auditorium.

The girl precedes the boy down the aisle if an usher leads the way; otherwise the boy takes the lead.

A boy does not take hold of a girl's arm in going down the aisle.

The boy always takes the seat nearest the aisle. He assists the girl in removing her wraps and provides her with a program.

Applaud the performance generously but only in the approved manner.

Do not visit during the performance.

Do not converse upon topics of a personal nature during the intermissions.

Do not make comments for the benefit of others.

Do not read captions aloud or make comments upon the play or actors during the performance.

If you have seen the play, do not give the plot away.

Do not eat during the performance or between acts.

If annoyed by the talking of those about you, courteously request that the annoyance cease. If this does not suffice, quietly call an usher.

One who leaves his seat during intermissions must be sure to return before the curtain goes up. The escort should not leave a girl sitting alone.

It is not proper to begin to put on your wraps before the play is over. If you must leave before the end, gather up your wraps and put them on out in the lobby.

Avoid crowds and public gatherings when suffering from a cold.

### QUESTIONS AND ACTIVITIES

1. What is the basic principle underlying all rules of etiquette?
2. Are there really any "company manners"? Is it possible to assume good manners at will?
3. Tell what part each of the following plays in acquiring good manners: (a) practice; (b) our nervous systems; (c) age; (d) the fact that we are continually reacting to situations.
4. Are good manners more or less essential in life than good dress?

5. What is our personal responsibility with regard to good manners?  
Our social responsibility?

#### PROBLEM 5. WHAT IS GOOD FORM IN LETTER WRITING?

**The place of correspondence in our busy lives.** In this age of hurry and scurry is letter writing as a means of making contacts losing its prestige? Certain it is that, with the popularity of the telephone, telegraph, and typewriter, personal letter writing does not hold the important place it did several generations ago. Should we be content to think that if one has time to write a few lines, the recipient will not have time to read them? Perhaps we should pause, reflect, and consider bringing letter writing back to our field of accomplishments. Do you not admire the girl who seems instinctively to know what is correct in letter writing?

All correspondence may be classed as either social or business. Certain good forms and principles have always been indicative of good breeding in each. Fads in some details of correspondence may come and go, but the fundamentals do not change. When particular problems arise, it is best to seek advice in a store or department specializing in stationery. There are, besides, many books of authority that deal more fully with all phases of correspondence than we have space for here. We shall touch upon only the commoner questions in letter writing.

**Some letters are more enjoyable than others.** Do you have an acquaintance whose letters you enjoy reading? What is their outstanding quality? Is it not, above all, the naturalness and the sincerity of the writer? Letter writing is another positive way of showing personality. It is the expression of "you" on paper. The fact that correspondence deals with written words, whereas conversation deals with oral words, indicates that special care should be given the former. The eye visualizes and leaves a stronger impression upon the memory than



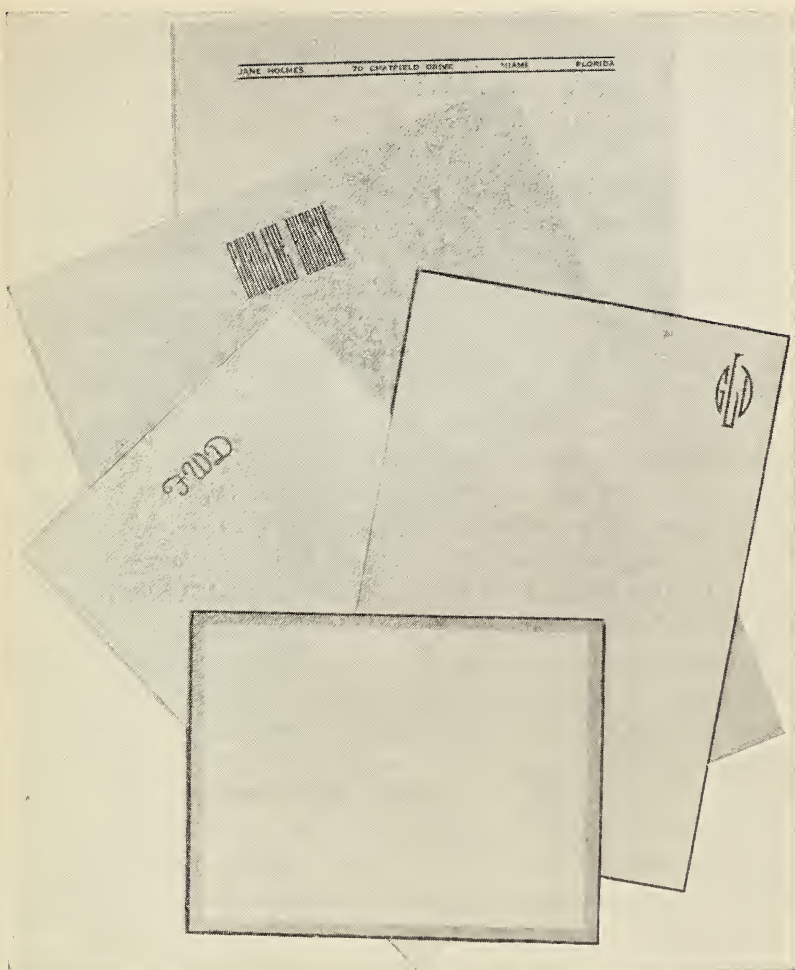
does the ear. For this reason one should be very sure of wording and phrasing a letter so that meanings may not be misconstrued and misjudgments made. To avoid the sting of impulsive statements it sometimes pays to hold a letter for a day. After one rereads the letter, perhaps it will be destroyed. A lapse of time often softens our thoughts about unpleasant things.

Letter writing is an art, but one can easily train oneself and cultivate finesse in some of the simple details. This takes practice. Some people have a natural gift for writing gracious, flowing, well-arranged letters. Our character, habits, and taste are judged by the letters we write. Orderliness about letters seems to be an indication of the order kept in other things. Organized thought is reflected in the well-arranged letter. Just as "spotty" clothes reflect carelessness in appearance, so carelessness in letter writing indicates other lazy habits. Correctness in the general appearance of a letter includes:

1. Legibility. Odd handwriting shows lack of consideration for the reader.
2. Correct spelling. Dictionaries should always be near at hand.
3. Paragraphing when new ideas are introduced.
4. Grammatically correct sentence structure.
5. Writing in straight lines. Use a lined guide if necessary, rather than ruled paper.
6. A clean page. Blots are inexcusable—rewrite the letter.
7. Well chosen paper with envelopes to match.
8. Simplicity of expression. Extravagant and flowery phrases sound insincere.
9. Promptness in all correspondence.

**The selection of stationery.** Simplicity and conservatism are the two fundamentals of good taste when one selects letter paper. This fact is true of both color and type of stationery. Keep in mind that gaudiness soon leads to cheapness.

White, ivory, gray, and grayed blues are considered the best colors for social letter writing. Be wary of choosing other colors unless they are of pale grayed tints. Men usually choose



Courtesy Webb C. Ball Co., Cleveland

**Good taste is reflected in the note paper you select.**

white or gray. For business correspondence white is the accepted color. Monograms on social notepaper should be of conservative design and coloring. Lined envelopes are better in self-tone effects than in conspicuously patterned paper. Of course, holiday greeting cards may have any amount of gaiety in color.

In size there are several common types of letter paper that have proved serviceable and popular. Folded paper comes in three sizes: small, medium, and large. The small size fits into the envelope without folding again, and is chiefly used by women for short notes of various kinds. The medium size is popularly used for social letter writing, and the larger size is used by men. The latter two sizes are folded once to fit the envelope. The preferred sequence of pages in writing on the four-page paper is regular: one, two, three, four; or one and three for short notes. What other sequence have you used? Single sheet letter paper is popularly used today. Each sheet has the name and address or simply the address engraved or printed at the top. This type of paper is practical for general use by the entire family.

Correspondence cards are in good taste for note writing and invitations. Postal cards are used for sending greetings or short notices. It is considered poor taste to write anything of a personal or of a private nature on them. Postal cards, it must be remembered, may become public messages.

**Writing the letter itself.** There are no set rules applicable to the writing of social letters. Each is individual depending upon the occasion and the relation of the writer to the recipient of the letter. The tone of the social letter should be cordial, pleasing, and sincere. The friendly letter should be newsy but not gossipy, full of pleasant happenings, not worries or troubles. Business letters, too, should be courteous, clear, and brief. Typed letters are always desirable in business correspondence. When would you typewrite a social letter? If letters are written by hand, blue and black inks are most acceptable.

Forms for headings, salutations, and endings for business correspondence are fairly uniform. One may find the most suitable forms illustrated in any of the recognized books of etiquette. However, letters copied from models sound stilted and unnatural. Forms for headings, salutations, and endings in social letter writing vary according to the degree of personal acquaintance with the writer. Endearing phrases that seem naturally to suggest themselves are appropriate for families, relatives, and intimate friends. Social letters may be more informal than business letters. With every letter, social as well as business, the date should never be omitted.

There are many kinds of letters both in business and in personal correspondence, for circumstances and writers always vary. The most common types of social letters other than the friendly letter are the "bread and butter" letter, and the letter of thanks, of congratulations, or of sympathy. Each of these letters differs with circumstance and writer. The "bread and butter" letter is a note written to the hostess after one has enjoyed a visit of short or long duration. It should be sent a few days after one returns from the visit. To neglect the "bread and butter" note longer than a week is considered a bad breach of etiquette. The letter of sympathy is written to one who is ill or who has had a death in the family. Usually a letter of thanks is sent to acknowledge a gift or a favor. A note of congratulation may be written concerning a wedding, a commencement, or a promotion in position. Finally, we repeat, in all letter writing be honest and sincere in thought, kind and natural in expression.

### QUESTIONS AND ACTIVITIES

1. Bring to class as many illustrations of different kinds of writing paper as you can collect. Discuss their good and bad qualities.
2. Write a sample business letter, folded and addressed for mailing.
3. Write a sample social note, originating your own occasion.
4. Discuss the proper use of typed correspondence.
5. What effect has the telephone had on correspondence?

### PROBLEM 6. WHAT SHOULD YOU KNOW ABOUT TRAVELING?

**Why travel?** Almost everyone likes to travel. It is a fascinating pleasure. It is one of the most desirable ways of spending leisure time. New scenes, new people, a different atmosphere; better perspective, lost worries, broader viewpoints, more mellowed understanding; because of these, travel truly re-creates one. There is no better agency of education than travel. It aids one in acquiring culture, with the attending qualities of poise and good taste.

**Traveling by train.** Train accommodations permit traveling by day coach or parlor car, or for the overnight trip, by Pullman car. Especially for long trips, it is advisable to buy your ticket or tickets in advance. The regular fare includes a seat in the day coach. There are additional charges for a chair in the parlor car, a berth, section, or drawing-room in the Pullman car.

The new streamlined trains promise continued popularity for this mode of traveling, and probably greater comfort, convenience, and speed.

*The short journey.* Let us pretend you are going on a short journey. You have your ticket. Because of the greater comfort, quiet, and cleanliness, you have a reservation for a chair also. You arrive at the station in a taxi with your overnight bag. A redcap opens the door of your car. You pay the driver, tip him; allow the redcap to take your bag, umbrella, extra coat, or other belongings; tell him the train, number of the car and chair, for which your reservation is made; and follow him. If the train is in, he takes you there immediately. He puts your baggage in place. Fifteen cents is right for his tip.

A porter is in attendance. His usual duties are to provide a paper bag for your hat and brush you off when you leave. He will render extra services, such as buying a newspaper for you



or bringing in a table for cards. Your tip for his usual service should be twenty-five cents.

*Sleeping in a Pullman.* Suppose you are taking a longer trip, an overnight trip. You may make a reservation for an



Beginning the journey by train.

upper or lower berth. The lower is considered more desirable and is more expensive. In the daytime, when the berths are not made up, the person having the upper berth rides backward. There is often an observation car at the rear end of the train available without extra charge to Pullman passengers.

A section consists of both the lower and upper berths. This

may be reserved at extra cost, if one wants more space. Then there is the compartment or drawing-room. This is the most expensive of train accommodations. In addition to having more space it has its own lavatory.

As night falls, the porter begins to make up the berths. If you want yours made up earlier or later than most of the others, tell him so and he will do it as nearly at the time you ask as he can.

*Use of dressing-room.* You may dress and undress in your berth or you may do so in the dressing-room at the end of the car. In the latter case, you will wear a dark robe to and from the dressing-room.

You should try to use the dressing-room when it is not too crowded. Rising early helps. Always be considerate of others who are using this room; do not be selfish about taking more than your share of space; leave a clean bowl and no disorder of your own making. When you return to your berth, hang your dress and coat on the hanger provided inside the green curtains for that purpose. Put smaller objects, shoes, etc., in the hammock. If you have an upper berth, summon the porter by ringing the bell, and he will bring a ladder by which you may mount. When you have buttoned the curtains securely, you are safe for the night. Should you need the porter again, ring the bell for him. You may instruct him to call you at a certain hour the next morning if you wish. In the morning, he will again bring the ladder to you.

*Eating in the diner.* Behavior in the diner is like that in any public restaurant. Usually, a woman wears her hat but this is not an ironclad rule. Upon entering the dining car, one pauses until the head steward motions one to a seat. As in any restaurant, one tips 10 per cent of the bill.

**Traveling by bus.** Traveling by bus is popular because it is comparatively inexpensive. Good breeding, consideration of others, and inconspicuous demeanor are as important when traveling by bus as when traveling by a more de luxe means of transportation. One should be reserved and mind one's own

business. At the same time, one may have an attitude of discreet friendliness.

**Traveling by private motor.** If you are invited to go on a trip in a friend's car, you should offer to pay your share. When several friends plan a trip together they should have a



**Traveling by bus in Switzerland.**

definite agreement about expenses. Though you pay for gasoline, oil, and other items of upkeep on the car, you will want to show your appreciation in some other way. Perhaps a gift for your hostess (something you know she especially likes) will be the thing. Perhaps you can manage a treat or a dinner, or can take a lunch to eat at some lovely spot along the way.

You should always try to be an agreeable and pleasant traveling companion. If you are in the mood to enjoy the trip and alert to find interest and adventure in the passing scene, this adds to the enjoyment of others. Sportsmanship, the willingness to do what the rest want to do, a sense of humor, and the ability to tell a good story will help make everyone have a



good time. Consideration for others, tact, thoughtfulness, lightheartedness, the doing of many little things make the way smooth.

**Traveling by plane.** Traveling by plane is the quickest means of travel. Plane travel is little more expensive than



Photograph from Acme

Eating in the diner of a coast-to-coast plane.

train travel, and it is prophesied that the airplane soon will be a very common transportation medium, both for pleasure and business.

**Traveling by boat.** Boat trips are memorable occasions, whether short ones on the Great Lakes and rivers, coastwise trips, or transatlantic voyages.

Dancing, games, carefree hours on deck, new friends make such vacations most enjoyable. Perhaps sometime you will take a long ocean trip. If your class is interested, they will enjoy finding answers to the following questions. Your li-

brarian and teacher will help you with references. See also the bibliography at the end of this chapter.

1. What clothing is appropriate for an ocean voyage? For a European trip?
2. What clothes would you need on a boat trip from Los Angeles to New York by way of the Panama Canal?
3. What clothes would you need on a Great Lakes trip from Cleveland to Chicago?
4. What is a visa? How does one obtain it?
5. What is a passport? How obtained?
6. What services are taken care of by the deck steward? The stateroom steward? The table steward? The bath steward?
7. What deck and indoor games are played on shipboard?
8. What social life may you enjoy on shipboard?

**Staying at a hotel.** When planning to stay at a hotel, it is well to make reservations beforehand by wire or letter. Or there may be a hotel in your city which is one of a chain of hotels throughout the country. Then you may make your reservation through this hotel. Often the officials of a hotel in one city will recommend to you a hotel in another city, and will wire ahead for your reservations.

If you arrive at the hotel by automobile, a doorman or porter will open the door of your car. If it is your own car and you wish to have it put in the hotel garage, tell him so and he will call a garage attendant to come for it.

He will also call a bell-boy to carry your luggage. You then go to the desk, make yourself known, and register. An unmarried woman registers as "Miss Ruth Adams, 415 Edgehill Road, Madison, Wisconsin." A married woman signs as "Mrs. Howard Williams" with her address. A man and his wife sign "Mr. and Mrs. Charles White." A mother and daughter sign together "Mrs. Charles White, Miss Margaret White," and their address. Formerly, the street address was not required in the register, but now leading hotels require the guest's complete address. This is done so that in case of acci-



dent or any other emergency, your home may be communicated with. Also mail or articles left behind are more easily sent on to the owner.

After you have registered, the bell-boy picks up your baggage, leads you to the elevator, and ushers you to your room.

**Tipping.** Tipping or giving a small fee to those rendering personal service is a European custom which has spread to America. While under criticism from the public, the worker, and many employers, it is still the basis of income in certain kinds of work, such as waiters, Pullman porters, and some hotel employees whose salaries would otherwise be inadequate. The person traveling generally finds it best to follow the custom of tipping, but must use judgment in deciding what a fair tip is. It is customary, for example, to give ten cents at a hotel checkroom; but this money, in many cases, does not go to the employee receiving it, but to the hotel or to an outside concessionaire who operates a chain of checkrooms and pays wages to those in charge. The customary payment of twenty-five cents a day to the Pullman porter does go to him, supplementing a small monthly wage paid by the company. Italy has adopted an official charge of 10 per cent for service in addition to the bill in restaurants and hotels, with tips eliminated. This 10 per cent rate is often used in America to determine a reasonable tip.

Yet, obviously, 10 per cent may not constitute fair pay for an employee, and one would welcome a reform in the food and other service trades whereby workers received a fair standard of wages and customers were fairly charged for the services they receive. Some hotels are operated on a tipless system; when in Washington, you may wish to stop at the Dodge Hotel, owned by the National Board Y.W.C.A., and operated on the tipless system by Miss Mary Lindsley, a distinguished home economics woman executive. Organizations of commercial travelers who are well aware of the unfairness of the tipping system are fighting it.

But, practically, one must in traveling follow the custom:

in hotels, a small tip to the bell-boy who takes your bag to your room is usual; to the garageman who brings your car around; to the waiter; to the chambermaid; and to the doorman if he has rendered special service. On a steamship, tips are paid to the dining-room steward or waiter, the stateroom steward, deck steward, and bath steward—the amount varying with the length of the trip and class of accommodations.



Courtesy Union Pacific

**The new streamlined train is a snub-nosed, brown and yellow bullet.**

Often we feel a genuine desire to tip these cheerful, patient men and women who make us comfortable. Sometimes the service and kindness rendered are worth more than mere money can repay. The smile and personal thanks that go with a tip are just as important as the money in conveying appreciation.

Overtipping is vulgar. A person may make himself conspicuous and obnoxious by giving a large tip and then demanding an unreasonable amount of extra attention. The people who serve are human, and the important thing is to treat them with courtesy and consideration.

**Relation to other passengers.** Whether you travel by air, by rail, by road, or water, you should be well bred and considerate of your fellow passengers always. Your behavior should

be the same whether you are going to the next town or across the continent. Do not occupy more space than that for which you have paid. Especially in a train, do not be noisy. If you wish to open a window, ask your seat companion and those near you if it is agreeable to them. If you eat anything, do it as neatly as you do at home.

If a man and woman are together on a train, the woman should precede the man down the aisle. He should open the window for her if she wishes. He should help her remove her coat and settle their luggage. On leaving the train, the man precedes the woman and helps her down the steps.

The unescorted woman of good breeding does not encourage acquaintance with strangers, either men or women. It is understandable that strangers sitting together in the train or diner will perhaps converse in an impersonal way; but one should never let conversation develop into personalities, nor tell one's intimate life history to casual acquaintances.

One will not let a stranger pay for magazines, candy, sandwiches, or any such thing. A man may suggest that a woman eat lunch or dinner in the dining-car with him. The woman may refuse politely by saying that she is not yet ready. If his company is congenial, she may accept. However, she must pay for her own meal.

The end of the journey should terminate the acquaintance. Common sense dictates prudence in contacts with strangers.

### QUESTIONS AND ACTIVITIES

1. Why does one travel?
2. How should a young woman traveling alone conduct herself?
3. Suppose a young man and woman are traveling to the same place and the trip is an overnight one. Is it all right to go on the same train together? Would it be all right to stop at the same hotel?
4. How does one register at a hotel?
5. Whom should one tip when traveling? How much?
6. When should a woman tip in everyday life?
7. How does the guest of a motorist respond to the generosity of his host?

8. What trips have you taken and what did you gain from them?
9. Demonstrate the packing of a bag.
10. Arrange an exhibit of toilet articles and small conveniences for use when traveling.
11. Dramatize buying tickets and making reservations for an over-night trip.
12. Make a floor plan of a Pullman car, showing the location of the dressing-room and sections.
13. Give a special report on traveling by boat.
14. Debate the value of tipping as a custom.
15. Bring in pictures of different kinds of luggage and tell for what kinds of trips they are most suitable.
16. Discuss ways of labeling luggage.
17. Is it necessary to keep up a continuous conversation on an automobile trip?
18. When does the traveling companion deserve the name of "good sport"?
19. Procure a time table and learn to interpret it with regard to arrivals and departures, stops and accommodations.
20. How can you determine whether or not a train has a diner?
21. What is meant by the expression "a train is made up"?
22. What is the "Twentieth Century Limited"?
23. What is an extra-fare train?
24. How is the word section used in reference to:
  - (a) A Pullman car?
  - (b) An excursion train?
25. Explain the differences in time one would encounter in traveling from coast to coast.
26. What are stop-over privileges and how are they procured?
27. If you are traveling from Hamilton, Ohio, to Sandusky, Ohio, and have purchased a ticket over the Baltimore & Ohio Railroad, a change of trains is necessary at Dayton, Ohio. You miss your train at Dayton. No more trains are available over that line that day. You cannot use your ticket on any other road. Is the money invested in your ticket lost? How would you go about getting a refund?
28. Is it customary to carry a lunch on a train? In a day coach? In a Pullman?
29. How would you spend your time in a city if you had three or four hours to wait between trains?
30. Assemble illustrations of appropriate clothing for traveling by train and staying at a hotel.



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Peter Jackson, London & Paris

“Miss Meyer.”

Now, serene and gentle, come the gracious hours of leisure.

## *Unit Thirteen*

### THE WISE USE OF LEISURE

Oh! the Circus Day Parade! How the bugles played and played.

And how the glossy horses tossed their flossy manes and neighed . . .  
—James Whitcomb Riley.<sup>1</sup>

Circuses in town, carnivals on the village square, gay summer days on the beach and in the mountains; fall and football in the air, flaunt of school colors, huge chrysanthemums to wear; winter with snow flying, skating, coasting; spring, and long new “formals,” and the call of the glorious out-of-doors!

It is fun to think about all the delightful things to do season by season, enjoyments that add color and deep-felt satisfaction to living. In this unit we are going to talk about play. We will call it “leisure.” Many people believe it is worth discussing. What is it all about?

#### PROBLEM 1. WHAT IS THE PROBLEM OF LEISURE TIME?

**What is meant by leisure?** Is idleness leisure? Is leisure time for rest? Is leisure recreation? Is it time for mental growth? Is all of your time outside of school hours leisure? Is riding in the street car or walking to and from school part of your leisure? Is all of a business woman's time, outside of her eight hours at the office, leisure time? Are there some activities which are part of a high school girl's job or her day's work, while they would be leisure time activities for a young

<sup>1</sup> From *Rhymes of Childhood* by James Whitcomb Riley, copyright, 1800, 1918. Used by special permission of the publishers, The Bobbs-Merrill Company. Taken from the poem entitled “The Circus Day Parade.”

business girl? Give examples. Does your mother have leisure time? What is your definition of leisure?

Before reading this unit, it will be interesting for the class to discuss their answers to these questions. You will enjoy comparing your understanding of what leisure means with what other members of the class think it is.

**Leisure means your right to choose.** Leisure time is generally considered free time, when you do the things you enjoy, when you choose what you want to do. Nobody or no outside force causes you to do or act. It is the time when you are not doing dishes, making beds, doing homework, dressing, or washing out silk stockings. Practicing a musical instrument might or might not be a leisure time activity, according to whether you chose to do it for recreation, or were studying it vocationally. Leisure time might be spent in arranging flowers, or even in getting the living-room ready for a party. When you really enjoy doing something and choose to do it yourself, it is a leisure time activity. Eating may be a leisure time activity when one entertains, is entertained, or eats in an unusual place. "Eating one's way through" New York, or Paris, or old New Orleans would be a holiday activity.

**Do what you really enjoy.** No one should tell another person *how* to spend his leisure time. Unless you may do what you like to do, it is not real leisure. Certainly, this book will not presume to tell you what to do. Rather, you write this discussion! Since you will each be choosing your free time activities, it is well to survey the various aspects of leisure, build a philosophy, and decide what will be your attitude toward them. First, let us find out how much leisure you have.

**How much leisure time do you have?** *How do you spend it?* Do you know how many hours of free time you have daily? In order to find out, you will need to keep a record of how you spend all your time for a few typical days. Of course, your leisure is bound up with the rest of your life; it cannot be entirely separated and studied by itself.

*Manage your time.* Budgeting one's time is worth while.

In another unit you will learn the importance of a financial budget—that if money is to procure the things one wants and needs most, it must be managed. So with time; you must plan for its use if you are to reach the goals you desire.

Such planning takes in a great variety of activities. You may arrange to have time to study your Latin lesson and also rehearse for the school play in which you are to take a leading part. You may plan ahead in order to have the right accessories ready to wear on a special occasion. Perhaps you want to wear a certain gaily bordered brown handkerchief to give the smart finishing touch to your green sports dress, and so you see that it is freshly laundered and ready in your top dresser drawer.

*A class survey of how girls spend their leisure time.* In keeping this account of how you spend your time, select a typical school day, a Saturday, and a Sunday. Start at a certain hour—say six o'clock in the morning—and go through until six the next morning. Account for every half-hour of each day. You may list your activities under the following headings:

1. Sleep.
2. Personal care. (This includes dressing, mending, shampooing the hair, etc.)
3. Eating.
4. Home responsibilities. (List the details, including cleaning, child care, etc.)
5. Going to and from school.
6. School work. (Include time spent in recitations, study hall, and homework.)
7. Leisure. (Details of all extra-curricular activities at school and free time outside school.)

From this report, how much leisure do you find that you have? How does it compare with the amount other members of the class have?

Make a list of the ways in which you spend your leisure time. Bring it to class and then compile the activities of the various



members of the class together. You will then have made a survey of how a group of young women, such as you, is spending leisure time.

Save this survey and later, after further reading and class discussion, evaluate your leisure and decide whether or not you will plan different ways to use it.

Let us go on to a broader viewpoint regarding leisure.

**Why the present problem of leisure? Why is interest in this subject so keen just now?** Leisure presents a problem today. This is because the great mass of people have more leisure now than ever before in our history, and present indications are that more, not less, is coming. The thirty-hour week and five-hour day seem just ahead. Some leaders prophesy that a two-hour working day is a definite possibility a century from now.

Modern inventions, scientific discoveries, and research have aided in the development of great industrial plants, and with them huge cities. Improvement in machinery has meant that machines often take the place of men. Sometimes one machine takes the place of many men. Thus the machine has given man more leisure, more freedom.

There are certain drawbacks to this greater freedom. A temporary one—we hope it is temporary—is that some of these men replaced by machines have been unable to find other work, and face the tragedy of no financial security. Another drawback is that the machine has, in many cases, made man's work monotonous because of routine tasks. Work is very different from what it was in earlier days when most of our people lived a great part of their lives out-of-doors and on farms, rather than in industrial towns and great cities as they do today. Then, they had almost no free time. The truth is, their play was incorporated right in their work and was not a separate thing as it usually has to be in our present machine age. In earlier days there were delightful ways of working together, such as corn huskings, barn raisings, quilting bees. Huldy

peeled apples or hand-hooked rugs as Zekle courted her in front of the glowing fire. Healthy outdoor life was within easy reach. Today this is difficult where people live under crowded conditions far from the open spaces.

Another phase of the problem of leisure is that people do not always know what to do with it. Knowledge of valuable ways of using leisure has not kept pace with the increasing amount.

**What is the relation between work and leisure?** The relation of the wise use of leisure to health and efficiency is generally recognized. And also, leisure has an effect on how well one does his work. Vice versa, the way one spends his leisure depends largely on his work and how he lives.

A girl working in an office would benefit from being physically energetic during her free hours. Dancing, roller skating, and bicycling would be good choices. A girl doing general housework might find rest in going to shows or to the public library. One's play should balance one's work.

Besides this physical balance, leisure may offer compensations for what is lacking in one's work. It was mentioned above that in our machine age people's work is often monotonous and uninspiring. This is another reason why the study of leisure is so important now. If people do not find satisfaction and self-expression in their work, they will need all the more to find it in their leisure.

Many people find escape from routine jobs in their leisure hours. For others who work at high speed and high tension all day in factories, clerk in department stores, and the like, there must be relaxation after work. Those who hold "dead-end" positions which offer no future should find growth and advancement in their leisure hours.

Ideally, work should be interesting and provide growth in itself. Indeed, it may be fascinating. Some people hold that if work is deadening, one's development is stunted and personality is weakened and crippled.



Courtesy Cleveland Metropolitan Park Board

Many communities provide picnic grounds such as this for the use of all the people.

Dr. André Siegfried<sup>2</sup> believes that large-scale machine production in the United States injures the personality of the man or woman who does one thing over and over again all day. The individual is just a cog in a huge machine. No thinking nor initiative is required, and no self-expression is possible. This is very different from the work of the French artisan. Products are not machine-made in France to the extent that they are here. The Frenchman may express his personality through his creative efforts in his work. He finds joy in his work, brings to it the spirit of play, and thus has recreation.

However, here we are in the machine age. The great city is with us and all the lesser metropolitan and industrial centers. The thing for man to do is to use the machine for his greater freedom and advancement, to become its master instead of being its slave. Reasonable financial security to accompany this greater free time is necessary. It is best if work can be made to afford growth and self-expression to the individual. Some idealists say this is possible through even more and greater technological inventions than we have at present. Man will be freed from drudgery by the machine. His time will then be released for activities that require judgment and initiative. There will be change and diversity in his day, so that it will be stimulating. This is something for you to watch for during your lifetime.

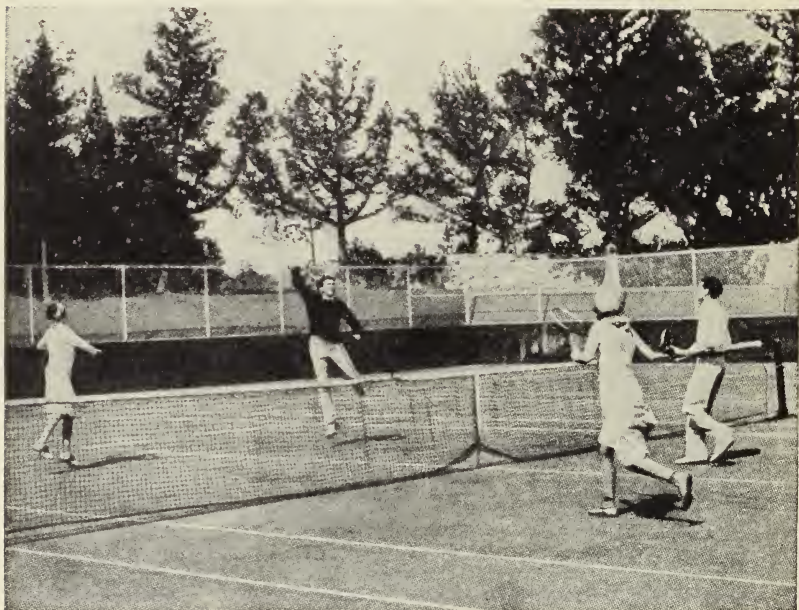
A large city may offer a great variety of recreational facilities, so that if people seek the right kind of leisure they will find it.

Why is it important for us to study and discuss the problem of leisure in high school? In a group of girls such as yours? Why is training for recreation an advantage to you? In one of our great universities, a freshman class in engineering was advised by the dean to begin or develop avocations, interests in the arts, appreciation of music and literature, and to keep some time for active sports. They

<sup>2</sup> Siegfried, André, *America Comes of Age*, pp. 347-353, Harcourt, Brace and Company, New York, 1927.



were told that they should develop rich, sound, leisure time habits while they were young because it would bring them greater happiness and enjoyment of life, balance their work, and make them more interesting and capable older men.



**A swift game of tennis brings grace and health.**

The right use of leisure is very important for your health and happiness now as well as when you are older. Those very sports and activities which are most enjoyable—a swift game of tennis, a hike in the woods, breakfast cooked over a camp-fire—develop and maintain health. They do more. If you begin such pleasures now, you will probably continue to enjoy them for many years. Through your leisure time activities you can become a more interesting person. One of the surest ways to be charming, in addition to the necessary background of health and vitality, is to be keenly interested in a variety of things.



Early development is imperative. In these high school days you should be developing standards of taste and judgment in music, plays, art, and literature; you should try out different activities and discover your talents. You will want to know all the ways there are of spending leisure, and what public and private facilities are available. You ought to find out how other people play. It may be that you will learn to enjoy leisure time activities of which you have not yet heard. How can anyone know whether he likes a thing before he has tried it? He may be missing a great deal of fun. No one could possibly know whether or not he liked to ski if he had never heard of skiing, seen anyone ski, or learned to do it himself. You should explore, try out a great variety of activities, so that you can really choose. You may develop tastes and appreciations that will greatly enrich and broaden your life.

#### QUESTIONS AND ACTIVITIES

1. How much free time do you have at present? How much will you have if you become a young business girl?
2. Do you consider that you waste your free time? Why?
3. Do you spend your leisure as you really want to?
4. Make a list of those activities which you enjoy most.
5. Make a list of those in which you are interested but in which you seldom take part.
6. Mention some you do because other people urge you to, but which you don't especially enjoy.
7. List some things which you decidedly dislike.
8. Are there leisure time activities in which you would like to participate yet cannot afford?
9. Mention some present-day problems in which you are interested.
10. Make a list of the ways in which you play in summer.
11. Suppose you have a certain routine job which requires little initiative or creative ability on your part; what would you do to really live in your free time? Might you also develop interests within the seemingly routine job itself? Illustrate.
12. May a man's real self be idle while he works? Explain. Must it be idle? Illustrate.
13. Should leisure be a relief from the routine of daily toil? What kinds of relief are there?

14. What effect should unwholesome or unsatisfying work have on one's choice of leisure time activities? Give examples of different kinds of work and of the recreation which might be associated with each kind.
15. Could work give such satisfaction that it would have a leisure value in itself? Would further leisure be unnecessary for a person so employed? Give examples.
16. Are some jobs more exhausting than others? What effect does this have on the kind of leisure a person needs?
17. Observe a girl of your own age whom you especially like. How does she play?
18. Think of an older woman whom you admire. Contrast your leisure time activities and interests with hers.
19. Is it possible to develop interests which you do not have at present? Give instances in which you or someone you know has done so.
20. What obligations does leisure time bring?

## PROBLEM 2. WHAT ARE THE OPPORTUNITIES FOR THE USE OF LEISURE?

What does your school offer? We cannot stop here to mention all the chances afforded in your regular school work for you to store up rich interests, tastes, and skills which you can develop later as leisure time interests and activities. Subjects such as music, drama, art, the crafts, and athletics offer much. One example might be writing short stories and poetry in your English class; another, modeling pottery in an art class. Try to include one such creative interest in your life. One cannot begin such self-expression too young. Elizabeth, aged seven, writes spontaneous bits of verse. This is an excellent basis for the appreciation and enjoyment of literature. Still another example is learning and applying art principles to the furnishing of a home; becoming alive to effective groupings; experimenting with textures and colors. Good taste or ability to select what is artistic and beautiful may be developed. Your appreciation of form, line, and color will grow as you make a study of beautiful house furnishings. To a woman and to many men, this is one of the keenest pleasures of life. Such an

avocation, started in a home economics class in high school, may be developed and enjoyed throughout life.

Extra-curricular activities are of immense value. The wonderful programs sponsored by physical education departments, the school clubs, home-room activities, and class affairs offer you many chances for fun and self-expression.

**To what organizations do you belong?** One of the best features of belonging to an organization is that you make friends by playing with other people or by working together for some common cause. Church bazaars, parties, even "rummage sales" are fun because of the companionship.

A girl of foreign extraction may well be proud of her heritage. She will enjoy finding out about her country's culture and customs, knowing folk games and folk lore. Folk festivals are often given by foreign groups. These include marvelous exhibits of handicrafts, folk dancing and singing, and dramatizations of folk customs. "All-nations expositions" and plays by foreign groups in little theaters are sometimes given. Such projects bring recognition and appreciation of the contributions of different peoples to the culture of America.

**Public recreational facilities.** What forms of free recreation does a large city offer? What does a smaller community offer without cost? What can one do in the country? Investigate the free recreational possibilities for each type of community, and from the information gathered compile lists in class. Compile lists of activities offered by your community for which the charge just covers the cost, as, for instance, camping.

**A community should provide wholesome recreation for its people.** A community should hold itself responsible for providing wholesome means of leisure for its people. Acting collectively, a community can provide many privileges and opportunities which an individual could not obtain alone. Much has been done; more needs to be done, and, as public opinion brings pressure, will be done.

Recent research shows the wants and needs of people. The National Recreation Association made a representative survey of the leisure hours of 5,000 people<sup>3</sup> of varying economic status in twenty-nine different cities. It was found that people did the things which were accessible and low in cost. Many activities were indoor, quiet, and passive. The following ten pastimes were most frequently mentioned: 1. Reading



The beauty of the world belongs to us all.

papers and magazines. 2. Radio. 3. Movies. 4. Visiting and entertaining. 5. Reading books of fiction. 6. Motoring. 7. Swimming. 8. Writing letters. 9. Reading non-fiction. 10. Conversation. Swimming is the only active sport listed. It is more easily possible because of public pools and beaches.

These pastimes are valuable. However, people indicated that they desired other things as well. They want such outdoor activities as boating, golfing, camping, cultivating flowers, motoring, fishing, picnicking, and exercising in gymnasium classes. They want to learn to play musical instruments, go to free concerts, and take part in amateur dramatics. They enjoy seeing baseball, football and polo games, but they would rather acquire

<sup>3</sup> G. D. Butler and B. Stearns, *Leisure Hours of 5,000 People*. New York: National Recreation Association, 1934.



skill and be active themselves in sports or other creative activities.

Perhaps you can help create the public opinion that is necessary in order to bring about greater outdoor facilities for the enjoyment of people in general. Your class might plan an assembly program: "Recreational Resources in Our Community Now and Ten Years Hence." A similar research study was made concerning the leisure time activities of high school boys and girls, and young men and women, by a committee for the American Home Economics Association.<sup>4</sup> The findings were that at the present time a great deal of leisure is spent in the home, reading in public libraries, listening to the radio, and seeing occasional movies. However, young people desire more active outdoor sports and other activities which they cannot afford.

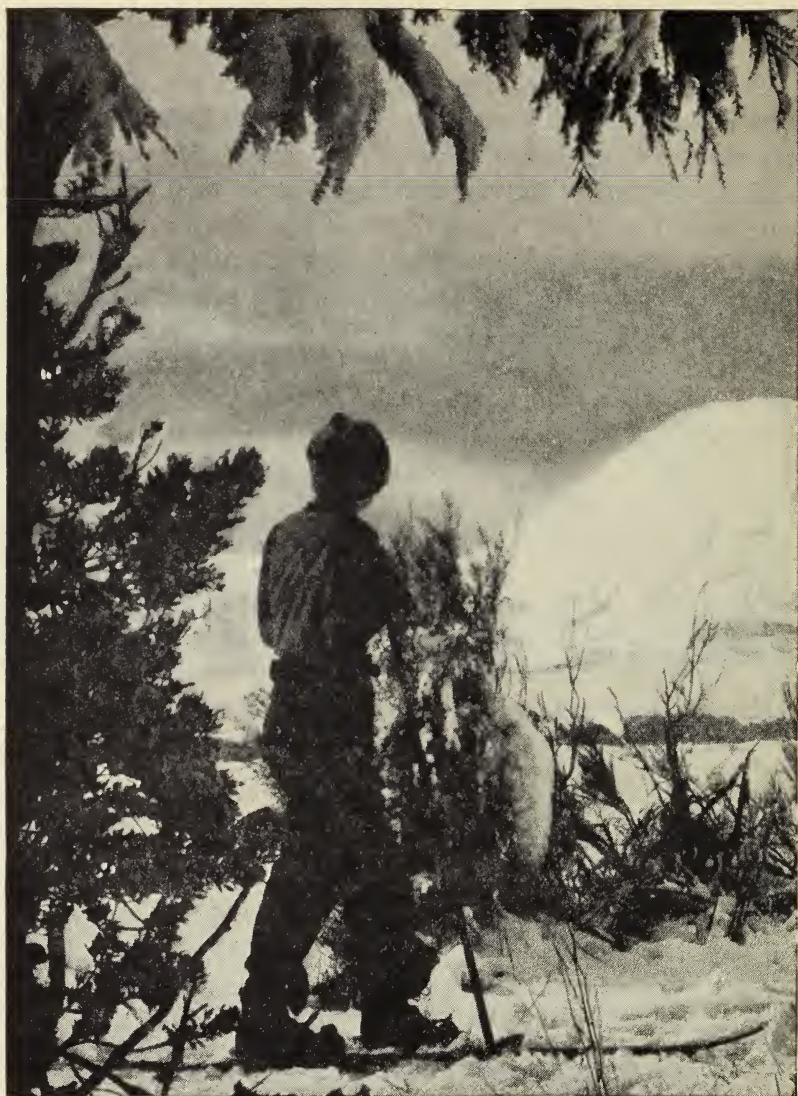
*Pooled efforts of community offer much.* These studies point to inescapable community responsibility for leisure time opportunities. Many city parks have developed recreation programs which include athletics, gymnasium classes, folk dancing, handicrafts, music, free concerts, drama, nature lore, and information centers on gardening. There are tennis courts and baseball diamonds; there are canoeing, archery, and volley ball. Lessons in these activities are often given free or at low cost. For instance, one community provides low cost lessons in the violin, the cello, the piano, the oboe, and other musical instruments.

A high school boy told of finding most of his recreation in his city's park lands. In the winter he skated on the pond which was flooded and frozen; in the summer he swam, picnicked, and learned to cast for trout in the park lakes and streams.

Some communities now maintain symphony orchestras or municipal bands. Most towns and cities provide public golf

<sup>4</sup> Report given by Miss Baker, *How Young People Are Spending Their Leisure Time*, Annual Meeting of American Home Economics Association, Chicago, Illinois, June, 1935.





Courtesy "Good Housekeeping." New Zealand Government Publicity Photo

**Enjoying the majestic beauty of snow-covered mountains.**

links. There is a necessary charge, but it is low. In practically all of our states, funds have been allocated for playgrounds, parks, museums, and libraries.

Our metropolitan, county, state, and national forests and parks have been developed for us to enjoy. President Roosevelt, in paying tribute to our system of national parks, recalled that they were set aside by the government for the "pleasuring of the people."<sup>5</sup>

State and national forests offer camping sites in beautiful surroundings on a cost basis. Get the circular listing national parks from the Department of the Interior, Washington, D. C., and maps from your State Park Commission, State Capitol. Find out where the ones nearest you are. Perhaps your family or a group of friends will go there sometime soon.

*Why do not more people take advantage of these facilities?* Many people do not take advantage of the facilities which a wise and beneficent community has provided. Another research study was made regarding the leisure time interests of young business and professional women in New York, Boston, and other cities, by Janet Fowler Nelson.<sup>6</sup> These girls averaged four and one-half hours free time per week-day, six and one-half to seven hours on Saturday, and, of course, most of Sunday, excluding the time spent in washing, mending, taking care of their clothes and of their persons. How does this compare with your time?

Dr. Nelson found that the most popular pursuits were passive: reading, motoring, going to the movies, and listening to the radio. Some undertook more active recreation when their hours of work were shortened to thirty hours or they had Saturdays off.

A similar study of how high school girls spend their time was made by the National Y.W.C.A., and the findings were the

<sup>5</sup> President Roosevelt, Radio Address, August 5, 1934.

<sup>6</sup> Nelson, J. F., *Leisure-Time Interests and Activities of Business Girls*. Woman's Press, N. Y., 1934.

same. The conclusion was that these are the typical leisure time habits of girls all over America.<sup>7</sup>

What were once the exclusive opportunities of the rich, are to become the common experiences of all who will avail themselves of public recreation. There are expensive camps, of course, that give art instruction and practice, nature study, arts and crafts, outdoor recreation, dramatics, and the like. But scout organizations are providing these at low cost for younger children, and the 4-H Rural clubs, the Y.W.C.A., Y.M.C.A., and church and settlement organizations for older young people. Best of all, we are beginning to do these things through the pooled efforts of the community. For example, one of our western cities maintains a camp for girls, which is located a short distance away on a beautiful river. Basketry, weaving, metal work, canoeing, water games, and so forth are taught. Water carnivals and forest festivals are held. The camp is operated on a non-profit basis. It is open to all high school and college girls of the town. Many cities are arranging for forest preserves and camps, and are setting aside camping periods for girls, for boys, and for families.

Some girls do not take advantage of community facilities because they do not know about them. Find out what yours are. For instance, if you are musical and wish to join an amateur orchestra or string quartet, or would like to do ensemble singing, look around; find out if there is a group you may join or help form. In one town the young people established their own little theater. Opportunity for different types of self-expression was given. One group became responsible for the costumes, and splendid artistic effects were achieved at little cost.

Often people do not take advantage of possibilities because they just drift and idle aimlessly in their free time. One girl enjoys strolling or tramping in the woods but she will not

<sup>7</sup> Grace L. Coyle in the introduction to the research study entitled *Leisure-Time Interests and Activities of Business Girls*, by J. F. Nelson. Woman's Press, New York, 1934.

bother to get out and do it without being urged by some friend. Once swinging along, she glories in the sunset sky or the tang of the frost and resolves to go again soon. Many people plan to play tennis, or to perfect their swimming strokes, or to enjoy the atmosphere and beauty of symphony concerts; but they get sidetracked and spend their days in very ordinary fashion.

This lack of planning may cause them to spend just as much money on trivial, sensational, worthless things as they would on valuable ones. The latter may be so enjoyable when once one gets to doing them that it is worth managing one's time and money in order to include them. The habit's the thing—the habit of doing fascinating things. Start a plan book for "Days Off" and keep a Recreation Scrap Book and Journal if you like.

*Reading, a source of enjoyment.* Reading often is a wonderful source of enrichment and enjoyment. Fifty or seventy-five years ago, well-to-do families had their own private libraries and borrowed from each other. There was more room in houses then and less moving about. Today, public libraries have become an essential in providing books. The librarians have a genuine ideal of service, and they will help you to find books on any subject on which you may wish to read. Many libraries have lists of books under helpful headings; for instance, one library has a fascinating bibliography for "Making the Most of Oneself" and another on "Modes and Manners."

One large public library issues a bi-monthly bulletin entitled "The Open Shelf." Recent books of worth are listed under such headings as literature, history, travel, biography, philosophy and religion, sociology, science and technology, business, fine arts, and fiction. Watch your library for new books and ask about them.

When a movie comes to town which is based on some classic, on a modern novel, or on a historical incident, great is the rush to the public library for reference material. Often libraries, anticipating a coming movie, get out printed lists of related material. The great stories of literature were, of course, just as



interesting before the movies discovered them. The librarian will help you find books on any subject at any time.

Lord Grey told some Harvard students, "For a week-end, I like a classic novel, a modern story, and a solid book." Why did H. G. Wells say, "A volume of the encyclopedia is one kind of week-end I enjoy"?

What books do you own? What ones would you like to own?

**Commercial amusements.** By commercial amusements we mean those which are provided by private individuals or companies who seek personal gain by catering to the needs of the masses for recreation, in contrast to those operated by the public community at nominal cost for the best interests of the people. Some of these commercial offerings, such as good legitimate plays, concerts by artists, grand opera, and the like, are of immense value. Others are valueless, and some despicably low and degrading. Sporting exhibitions, movies, and the radio are popular examples of commercial amusements.

*Motion pictures.* Some motion pictures are well worth your while. They have artistic and literary worth. There are many examples. Too many, however, are degrading. Persistent and clever advertising by business interests, rather than any desire of our own for the general kind offered, has made the motion picture what it is. Of late, there has been a crescendo of public protest against low-type movies. Public opinion and public demand, in which your choices participate, will determine their future.

Motion pictures, because of their story interest, are enjoyed by most people. There is more than just the plot and acting which deserves observation and appreciation. Photography, stage effects, and costumes are worth one's interest.

In the English classes of one of our school systems, a unit is being given on the motion picture. Students are learning how to judge good and bad movies from the standpoint of truly artistic portrayal, and also to determine whether the plots are



sound and convincing. Historical plays are considered to see whether they are true to history or distorted. This might be a fascinating leisure time activity for you—training yourself to have really discriminating taste regarding motion pictures.

*The radio.* As with motion pictures, so the radio will reflect the general tastes of the people. It is said that one shows the kind of person he is by what he enjoys doing in his free time; and it is said that the culture of a nation as a whole can be judged by the leisure time activities of the people. Would you like the American people to be judged by the majority of radio programs on the air? Do you like the advertising programs which are invariably included? The English have a government broadcasting system which attains a high quality of program and prevents advertising domination of the air. It is worth considering whether America might not do well to set up a socially planned use of radio at certain hours and further limit the billboard nuisance on the air waves.

The radio provides entertainment for a great many people. The advertisers who sponsor the programs aim to present what the majority of listeners want. The only way, then, to get better programs is to let your desires be known. People of judgment consider many of the programs mediocre and a waste of time. One business man, who considers his home a refuge from the noise and confusion of the outside world, will not have a radio in his house. He says it adds to the traffic noises with which his day is already filled.

A college professor's family enjoy their radio very much. They do not keep it on continuously, and never hear about "divine face powders" from it. In fact, they are too intelligent to waste time on cheap advertising. They use it to get important speeches, such as the President's messages, and news topics of the day. They listen, also, to operas, to musical programs by the New York Philharmonic Orchestra, the Philadelphia Symphony Orchestra, string quartets, and popular musical stars.

Here is one place in which your high school music training assumes value. The best way to learn to appreciate good music is to participate in it yourself. You should learn some of the elements of music, at least, from a competent teacher. Then you will be able to enjoy the fine programs offered.

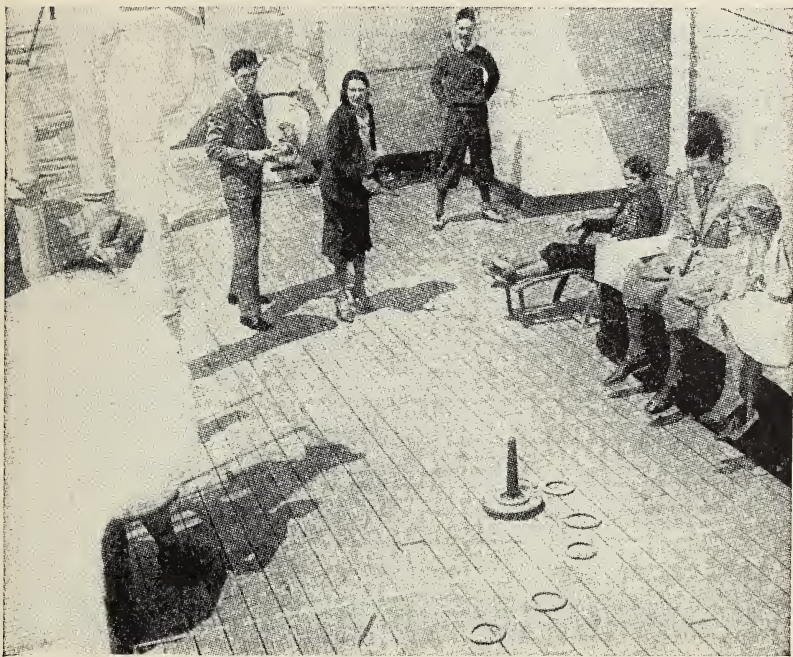


Piling up a high score in shuffleboard.

If more people have good taste and appreciation, and so demand good programs, the quality of commercial productions will necessarily improve. You and other educated women can do your share in raising standards by expressing your opinions as individuals and through organizations.

*Other forms of commercial entertainment.* There are many other kinds of commercial entertainment, such as circuses, carnivals, amusement parks, and public dances. It is quite all right to go to some places and all wrong to go to others; and your own conduct anywhere is a great factor. It would be too bad

to cheapen yourselves, and it certainly would not make you any more popular. The most admirable type of girl has too much good taste and too fine sensibilities to do the crude or cheap thing in public or in private.



Quoits or horseshoes is an exciting game on land as well as on shipboard.

Some public amusement places are of a much higher type than others. An example of this is the difference in amusement parks. Some have a very cheap atmosphere while others afford harmless fun and add variety to our recreation. However, the amusements at such places are merely sensational thrillers and leave us bored and listless. At best, they are wholly artificial and do not foster our development.

Commercial recreation offered in places of bad reputation and those not well controlled by city government may wield a



vicious influence. Social parties and dancing under wholesome conditions—a party of friends, a school function, a club affair—are quite different from attendance at the public dancing place where liquor is served and the profits from it are the business drive. The latter is wisely avoided.

We hear a great deal about consumers' rights today, and about the importance of intelligent purchasing. The patron of a night club is a consumer when he purchases amusement. He may be badly cheated. He may pay a huge cover charge for a floor show worth not more than fifty cents. Further, he may buy emptiness and not real enjoyment. Just as we should use true economy in the purchase of food, purchasing food which furthers health, so we should buy leisure which is wholesome and furthers the development of well-rounded, worth-while personalities.

As to liquor, most of us get our personal standards from our families, and wisely so. These are supplemented by church and other influences and, finally, by the time we are adults, or earlier, we have come definitely to personal decisions as to our own individual standards.

Do not lower the standards set by your home experience, but do not hesitate to set your personal standards still higher. Do not let usage or social group opinion alter your standards. It is your decision, not that of your group.

You have always the right to decline to drink or to indulge in anything else which you consider wrong. The simple and unequivocal "No, thank you" is enough. Urging by a hostess or escort is ill-bred; but your part is not argument or a righteous air. Tolerance of the standards of others in such matters is simple courtesy.

In commercial recreation, as in other fields where questionable practices arise, one is wise to know conditions, in order to protect herself. Seek enlightenment through parents, older friends, and study groups. Usually, wholesome alternatives are available; but even if they aren't, decline to share in the tawdry and degrading.

Do not be misled by the temporary popularity of some amusement that you know is cheap; hold to your standards, and help your crowd to secure and enjoy wholesome good times. To discuss recreational standards with your friends, both girls and boys, helps to get at what is worth while. Then you can always organize your own group to provide wholesome good times.

**Can one exercise one's citizenship during one's leisure hours?** Some of your leisure time should be spent in promoting good citizenship. The study and discussion of current events and later the participation in civic affairs would be a most admirable and engrossing leisure activity. Your community has need of your service. You are at just the right age to acquire the habit of following what is going on in the world. You probably know of several splendid women in your community who keep well informed and intelligent.

**Are crooked politics necessary?** Honest people with high ideals of human welfare should participate in local, state, and national government, and should understand international affairs. We need men and women of broad sympathies and with appreciation of others' problems.

We need: (1) more information and understanding concerning common interests on the part of the general public, and (2) quiet and determined organization of all right-minded people to bring about better living conditions for all, through political organization in part, but also through community associations.

This is very true where crooked politics exist. The majority of citizens do not want corruption and waste. Most people are honest. We who have ideals should share actively in the political clubs when we come to voting age, and there work actively for the better plan and for the more public spirited candidate of our party. Some, by banding together in a reform organization, can help oust graft by toning up the dominant political control group, and thus give their community a chance.

The attorney-general in one of our western states was able, with the backing of an intelligent and aroused public, to "clean



up" an ugly, sordid city. The people of New York City from time to time cease to be willing to tolerate the graft long prevalent at their city hall, and put in a reform administration that makes progress while it is in power and leaves improved conditions even when the "machine" is again voted into control.

**Education for citizenship.** Really to live out the principles of democracy, people should be educated to practice good citizenship. Such is the aim of the Folk Schools in Denmark. There, schools were established for men and women of twenty, twenty-five, and up to forty years of age. National problems, world affairs, better farming and marketing, and social problems are studied. In San Francisco the social studies groups for adults under the direction of Alexander Meiklejohn<sup>8</sup> had the same aim of getting people to think and to help decide matters concerning human welfare. How could such groups be started in your community? Make it your habit to be informed about what is going on in the world. It is worth while to spend some of your time now and throughout life on public affairs.

You will be interested in problems of taxation, school administration, unemployment, consumer protection, banking reform, liquor control, federal and municipal housing programs, subsistence homesteads, decent housing for everyone, pure food, better working conditions for the less fortunate, and more adequate recreational facilities. These concern us all; therefore, we should all take part in shaping public policies.

**Help to better conditions for everybody.** Suppose when you are a little older, out of school, you have one of the short-hour day, short-week jobs we are promised. This will leave you many hours to spend as you choose. Maybe you will spend some of it in helping plan ways to bring about better living conditions for the less fortunate. Many forward-looking thinkers believe that it is not necessary for people to be forced to work at jobs that cramp and narrow them. Perhaps you can help end harmful working conditions. It is said that ma-

<sup>8</sup> Meiklejohn, Alexander, "Adult Education: A Fresh Start." *The New Republic*, August 15, 1934.

chine production need not make robots of men and women, but should free them; and that work should offer self-expression, growth, and recreation in itself. Discuss this idea.

**The opportunity for education during leisure.** Leisure has been classified into four types: escape leisure, leisure for enrichment of life, leisure for reconstructing the world, and leisure for self-preparation. Attending amusement parks and reading light fiction are examples of the escape type. Travel; the study and appreciation of another language and culture, as the French or Japanese; architecture, music, sketching, or some other art; and such an avocation as ornithology are examples of enrichment. We have just discussed our responsibility to help improve the world. Now we come to the discussion of self-preparation or education as a way of spending part of our leisure.

*All education aims toward better living.* We have discussed the need for education for citizenship. Such education is aimed toward better living, both individual living and the improvement of the community. Education for leisure aims toward the higher development of the individual, as does all education. Education for leisure, therefore, is not different from education in general. This education should teach us to create community conditions that produce an environment suitable for leisure time activities.

*Leisure time may be used to acquire new skills or to brush up old ones.* Nowadays, young people take whatever employment they can get. But they may also follow courses to fit themselves for better positions or to do better work in the ones they have.

If the vocation in which one has training is overcrowded, a person may learn a new one in his spare time. It would be wise, however, to find out whether the field you are choosing is crowded before you give your evenings and your own or your parents' hard-earned money for the training.

*Leisure and unemployment.* There is the problem of widespread unemployment today. What to do with idleness result-

ing from unemployment cannot be solved in a unit on leisure, because such idleness is not true leisure at all. A person must have financial security in order to enjoy his leisure.

Everyone wants a job, the satisfaction of doing something well, the sense of security and self-respect which comes from earning, from steady employment. There is no substitute for work. There is justification for life itself in knowing that we can work to provide our own living and help others to live. Without work, human life is abnormal. Some people believe that society should give every member an opportunity to work at the thing for which he is best fitted. Today, we realize that our citizens should have employment and the chance to earn—not charity; and lately, we are realizing that this employment must have meaning to the worker rather than giving him the feeling that he is “killing time” or putting in wasted hours. He is degraded, he deteriorates, if he feels that his efforts go only to waste. Work which gives self-expression is desirable.

Many young people have never yet had employment. If a young person were financially secure, he might enjoy for a little while not being tied down to a steady job. However, even then, the normal person wants the self-determination and self-expression which comes from real work. Society girls long for the adventure of earning wages. One of the favored daughters of America declared to her mother who had said, “You do not need to work”—“But I want to work. I will just play that my wages are paid in advance and that I must earn them.” She helped create two colleges, establish the Travelers’ Aid, develop the Y.W.C.A. and many other useful institutions.<sup>9</sup>

Think of all the women who enjoy their careers, whether they choose homemaking, or business, or unpaid social service, as did this wealthy woman. Could an alive, vital person be willing to go through life without working? Youth’s unemployment problem is temporary, fortunately. Our “jig-saw” economic world will right itself.

<sup>9</sup> See Graham, Abbie, *Grace H. Dodge, Merchant of Dreams*. New York: The Woman’s Press, 1926.

*Education for living in today's world.* What will you do if you cannot find a job upon leaving high school? Perhaps you will come back and take post graduate courses. The additional year of training may be very valuable.

Many cities and towns are conducting classes in adult education. Some of these are designated as being for anyone of the age of seventeen or over. What classes does your community offer?

You will find that classes at the Y.W.C.A. are especially planned for girls from eighteen to twenty-five years of age.

Leaders in education believe that the last year or two of high school or after graduation is the time for girls to study the many problems of living in the world as it is today. They say that preparation for vocations is not so important for girls as preparation for homemaking and living in a community, because most of them marry about three to seven years after leaving high school.

College extension and residence courses, board of education classes for young single women, and Y.W.C.A. courses now more and more generally include such subjects as the following: boy and girl relationships, the psychology of marriage, home management and household economics, consumer buying, poverty, relief, adequate housing, furnishing the home, care of the baby, training of children, scientific knowledge concerning family life.

Discussion groups for older boys and girls, or for young men and women are sometimes formed. Current social and economic and social problems are discussed. The exchange of viewpoints is broadening.

### QUESTIONS AND ACTIVITIES

1. What hobbies did you have before you reached high school?
2. What specific advantages come through membership in an organization?
3. Has your church helped you to discover any enjoyable leisure time activities?

4. Do you belong to a community center? Is there a settlement house to which you go? In what activities do you take part?
5. Do you belong to a foreign group? What good times do you have through the organization of this group?
6. Suggest some things that such a group could do. Perhaps you can help work them out.
7. A democratic form of government is said to be "the collectivistic agency of citizens by and through which they secure for themselves the facilities and services which they desire."<sup>10</sup> Discuss this statement from the standpoint of a leisure time philosophy.
8. What is the difference between commercial amusements and public recreational opportunities?
9. Where can you go in your community to spend an afternoon or evening without cost?
10. Plan how to spend a day out-of-doors which will involve no extra expense.
11. How much does advertising influence your choice of recreation? Should you permit it, or your own desires and needs, to guide you?
12. What is the aim of all education?
13. What is the difference between leisure and unemployment?
14. Does society owe every member an opportunity to work at the thing for which he is best fitted?
15. Should our federal and state governments provide employment for all who are able to work?

### PROBLEM 3. WHAT ARE SOME ADDITIONAL VALUABLE WAYS OF SPENDING LEISURE TIME?

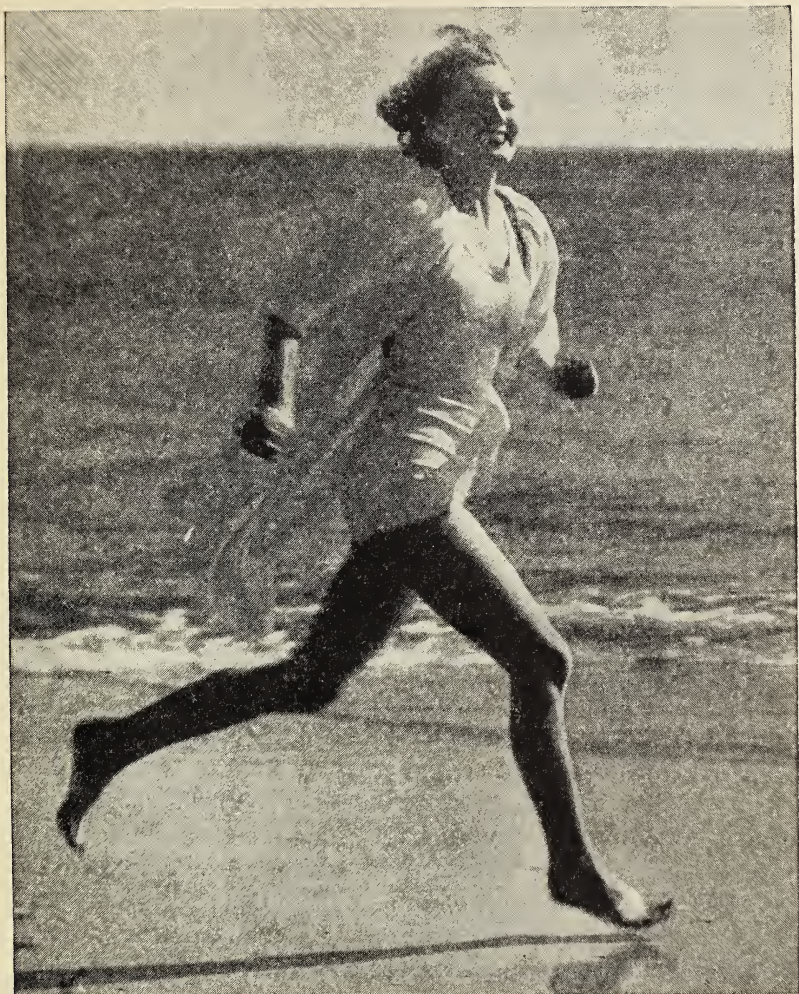
**Active versus passive ways.** Active ways of spending leisure are recommended above passive. This is based on the old idea of getting out in proportion to what you put in.

Stuart Chase says<sup>11</sup> that play in this machine age is over-commercialized, mechanized, standardized. Our leisure time activities are too often passive. There is too much sitting, watching, listening, rather than first hand information and activity. Tree sitting and the watching of marathons are not uses of leisure which provide growth or real pleasure. He holds that

<sup>10</sup> Report of the New York Committee on the Use of Leisure. New York: Van Rees Press, 1934.

<sup>11</sup> Stuart Chase, *Mexico: A Study of Two Americas*. By permission of The Macmillan Company, publishers.





Courtesy "Harper's Bazaar," Photograph by Munkacsi.

Health is a most essential background for appearing well groomed.

the movies, the radio, the stadium, being continually passive spectators of sports events, reading the funny papers, riding in cars instead of driving them are all less desirable than leisure time activities which provide creative self-expression.

**Play should give self-expression.** You will enjoy expressing yourself through creative arts. You may find that you enjoy and have ability to write skits, plays, musical comedies, serious essays, short stories, or poetry. You may be interested in making puppets and learning to pull the wires to make them act. Painting is a valuable pastime, as is sketching. One girl takes her paraphernalia for sketching with her wherever she goes and keeps delightful memoranda of her travels. Sometimes her sketches portray camping trips in the beautiful north woods. Sometimes she sketches city skyscrapers and skylines. Others are old-world scenes in which she has sketched bits of picturesque native life and quaint, ancient streets.

Perhaps you will take up photography and get unusual effects. Even the least expensive camera may be used to develop skill in getting really artistic results. If there is a movie camera available, interesting pictures of all sorts may be taken.

Doing things with one's hands is a wonderful means of self-expression. One who is artistic can design and make clothes which express her personality. Lovely things which you make yourself for your home, rather than buy at greater cost, mean much more. You may hand-block linen, make lampshades, design and execute batik wall hangings. You may plan an effective color scheme for a day-bed covering and pillows, select the fabrics, and make them up. You may knit a becoming bouclé dress for yourself. One boy rigged up inexpensive, homemade equipment for etching. Cooking may be a means of self-expression. It may be a fine art, requiring subtlety and skill. Handicrafts are a wholesome antidote to a world too much mechanized, oversupplied with motion pictures and radio programs.

**Natural play is more valuable than artificial play.** Back in our common race history, our ancestors lived simple, primitive lives. They hunted and fished, and later were agricul-

turists. "Play which reproduces these earlier, simpler, racial reactions gives the most deep-felt satisfaction."<sup>12</sup> This is why camping and days spent in the forest are so popular. Fire has always fascinated man. Building a fire and cooking one's supper over it, burning logs in an open fireplace, lighted candles give most of us a thrill of pleasure.

Basketball and baseball are valuable forms of active play, calling for as speedy running as any ancestor ever did. Golf calls for hitting hard and straight. Horseback riding yields great satisfaction. In addition to the sport itself, a horse is a most likable animal. Having pets and caring for them is another natural kind of play which is most enjoyable.

**Gardening.** Pleasure in gardening is age-old and universal. Many find emotional satisfaction in the beauty of growing flowers. Persons who work at high tension find relaxation in digging in the soil, planting, caring for, and realizing the lovely blooms.

Gardening is such a natural, sane outlet for creative self-expression that it is often a means to mental health and contentment. Many a woman in ugly surroundings—on a grim, lonely farm or in a smoke-grimed cottage above a steel mill—has satisfied her beauty-hungry heart with the rich colors of flowers.

To the beholder, too, flower gardens are a delight. But the grower, the one who creates, gets the most joy from his own and from others' gardens—an enjoyment analogous to that of the musician in his own or another artist's playing.

**Boys and girls should share some leisure.** Plan occasionally for mixed groups to enjoy leisure together, through picnics and hikes to the country, and sharing and building together such interests as music and the fine arts. Boys like girls who are accomplished in sports and are good pals when "roughing it." Such interests will build for happiness and companionship in marriage, when you have a home and family of your own.

For those who dance there are modern social dances, old-fashioned square dances, and also folk dances, which have been

<sup>12</sup> Gulick, *Philosophy of Play*. New York: Charles Scribner's Sons, 1920.



revived and taught in gymnasium classes and so have become the vogue in many crowds of young people.

**The habit of enjoying beauty.** "I am a worshiper of beauty," said a lovely girl, and this is an aim worth cultivating. All our senses, if healthy and alert, help us to enjoy the world of beauty about us. Some of one's most satisfying hours may be had by living, resting, reading, or visiting with "the good companions" in beauty-satisfying surroundings.

Call to mind something beautiful which you have seen. A group of college girls did this over a camp-fire. Joan remembered entering the Cologne Cathedral at five in the morning, and told of the awe of seeing fold upon fold of Gothic stone and, high above, light stealing through the rich colors of the four-century-old stained glass windows.

Lydia described the view from a roof in a city. She had looked out on a river with delicate filigree of black iron bridges to the east, and on the west the glorious skyline of skyscrapers, spires, and modern canyons of stone and steel silhouetted against the sunset sky.

Margaret told of her enjoyment in being in a storm in the mountains. There were thunder and lightning, and rain poured down so heavily that she could see nothing. It passed quickly. The sun shone bright and clean, revealing fields of golden grain, freshly-washed green pastures, black, wet tree trunks, and the blue river curving gracefully far below.

The habit of enjoying things in one's daily environment is a good one to cultivate. Find something attractive on your way home from school today, some view from the window at home or school.

Appreciation of the beautiful need not be attached to the acquisitive instinct. There is vicarious enjoyment. Many things we cannot possess ourselves may be enjoyed in others or through others. One girl enjoys her friends because their experiences enrich hers. Generous appreciation of the good fortune of others is a priceless quality, and we can all pass on

Courtesy H. Armstrong Roberts



Cooking the evening meal beside sparkling waters belongs to real living.



interesting experiences and observations, if we but learn to see and cultivate the friendly art of conversation.

**The vogue of collecting.** Collecting may be a source of historical information or folk lore. Some people collect stamps. One man collects red clay pottery; a woman collects all kinds of old jugs; another, pitchers from every land; still another, old prints. First editions, Paisley shawls, coins, dolls, maps, antiques, rare and precious books, and early ship models are a few treasures worth collecting. There are also many things in nature to collect and at no expense.

**Get out-of-doors the year round.** The value of recreation out-of-doors cannot be emphasized too much. If you want the charm that comes from clear skin, healthy hair, bright eyes, and aliveness, get out into the open often. By taking part in some active outdoor sport each season of the year you will make friends and build a foundation for health and charm. Worth-while friendships with both boys and girls are often made in the pursuit of wholesome interests.

**Variety is valuable.** One should have many interests. A variety of leisure time pursuits aids in all-round development of personality, establishes contacts with different groups of people, and heightens personal enjoyment, too.

**Choose your leisure yourself, and be sure you do what you really enjoy.** You may have to plan your days, in order to do what you really want to do. There will be times when you cannot do just what you want to because of unselfish consideration for others, but usually you have a right to choose what you really like to do. In fact, it isn't leisure unless you do the things which give you genuine satisfaction and enjoyment.

Do not play games just because they are fashionable if you do not really care for them. Find the games in which you do tolerably well, at least, as that adds to your partner's pleasure. But be ready to share in any game. Remember the old philosopher's rule—"When I cannot do what I like, I like what I can do!"

# I Am Your Leisure Time <sup>13</sup>

I am that period in your day when there is nothing that external pressure compels you to do.

I am that hour when you can do whatever your own desires command.

At that moment I bring the wealth of the ages to your door.

I lay the stored-up book treasures of the world at your feet.

I hang man's art on the waiting walls of your imagination.

I will give your creative hands their opportunity to thrill to the Divine impulse to joyous and constructive effort.

I offer you play that rebuilds your life and leaves no sting.

I give you friendship that opens for you wider windows of life.

I am the supreme test of your inner life, for what you do with me reveals what you really are.

I make you—and I am made by you.

By unseen but powerful fingers I reach into your soul and so mar or beautify your life.

I am your leisure time.

—Percy Hayward.

## QUESTIONS AND ACTIVITIES

1. What are the most valuable general ways of spending leisure?
2. List ten specific leisure time activities which are worth while.
3. What are some of the ways in which a family with children can enjoy leisure together?
4. Given: A family with a daughter in college, a son who is a junior in high school, and a younger daughter who is in the eighth grade. Should they spend all of their leisure together? Discuss.
5. Plan some enjoyable ways of spending evenings at home.
6. What forms of recreation do you like best? Why?
7. Keep a record of how your leisure is spent over a given period of time.
8. Criticize the way you spend your leisure. Do you plan to spend it differently?
9. Have a class discussion concerning the results of the survey made by the class on how their leisure time is spent.
10. List entertainments suitable for girls in this class.

<sup>13</sup> Courtesy of author and *Christian Endeavor World*.

11. How do you know what choice of books and plays is best?
12. Isn't a girl more likely to be popular if she is able to join others in sports?
13. Does your leisure provide a variety of interests?
14. What should the "accomplished" young girl of today be able to do?
15. Trace the history of leisure time activities in our own country.
16. What are the ways of spending one's leisure time which are enriching to personality and most valuable to society?
17. What are the basic leisure time needs of a person, as you see them?
18. What is the real meaning and purpose of recreation?

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Courtesy the artist, Paul V. Ulen

**“Ann”**—Idealistic portrait of a modern girl.

The ideals and standards of young womanhood find many opportunities for expression in good citizenship.



## *Unit Fourteen*

### BEING A GOOD CITIZEN

The riches of the Commonwealth  
Are free, strong minds, and hearts of health ;  
And more to her than gold or grain,  
The cunning hand and cultured brain.

—Whittier.

#### PROBLEM 1. WHAT DO WE MEAN BY THE TERM "GOOD CITIZEN"?

"Good citizenship" at home. We are all registered as members of our community from the day of our birth, and the type of citizenship we develop is of the greatest importance to any group in which we have membership, whether it is the home, the school, the church, some club organization, the community, or all of these.

How may we be good citizens in our homes? One broad definition of a citizen is an inhabitant, an occupant. With this idea in mind, we are first citizens of our homes. What makes us good citizens of this group?

Every home is a little municipality in itself, either well or poorly managed. It has its governing body, its financial problems, and the interdependence of its members who render different services to the group.

Our training and experiences in our homes should help us to be worthy members of that group and prepare us for a broader citizenship in the larger group known as the community.

You can, no doubt, think of examples of different types of homes and draw your own conclusions as to the kind of person each would develop. Can you think of examples of any such homes as the following?

- (1) Homes characterized by continual argument and divided interests.
- (2) Homes in which standards of sanitation and order are low.
- (3) Homes that cannot be managed comfortably on the income provided.
- (4) Homes whose standards of what is worth while in life are distorted.
- (5) Homes in which there is a lack of respect for the privacy and personal rights of their members.

Then, there are homes whose members co-operate and think of the comfort and development of the group. These homes are usually agreeable, well-run, pleasant places with a cheerful atmosphere. Even the homes mentioned in the first groups may have their good features, but which home in your judgment will tend to develop the best citizens? Do you think an intelligent study of the problems of the groups showing irritating personal relationships might help them to adjust their difficulties? Most of the various types of disturbances mentioned occur in all families at some time, but in the best types of families some satisfactory solution is worked out. A continued bad condition is an arrested, unsolved problem allowed to become a habitual irritation. Can you think of examples of homes in which this kind of condition exists? What is the effect on its members?

In your judgment, what should little children be taught at home about honesty in behavior? In thought? When should children be taught to take care of their own toys? Should responsibility for household duties be increased with the years? What home responsibilities do you think a high school girl may reasonably assume and carry with her high school work?

No doubt we all agree that children should early be taught to be honest in thought and behavior, to take responsibility suited to their years, to respect the rights of others, and to take care of their own things. As they grow older, they must understand the property rights of other people, the use of money, and how to be thrifty in their buying. Knowledge of

certain skills connected with the home is also very necessary to every girl. These may be acquired to a degree, by the apprenticeship system at home, depending on the location of the home and the conditions under which the family lives. Modern schools co-operate with the home by enlarging and extending training in thrift and home skills. Obedience, co-operation, reliability, friendliness, and courtesy are important habits and attitudes which good home life may give one. A good home will also protect health and provide love, sympathy, and encouragement.

If, in return for the protection and opportunities given you by your home, you co-operate by being appreciative of your home privileges and win your place as a trusted member of the group by not trying to "put things over," "to get by," or to break rules, but rather to practice honesty, co-operation, courtesy, industry, and unselfishness in such a way as to prove sincerity and deserve trust, you may be called a good home citizen.

### SUGGESTED QUESTIONS AND ACTIVITIES

Make a list of a dozen or more ways in which a young person growing up in a home might earn the term of *good home citizen*.

Discuss the following with that idea in mind:

1. Jane went to stay all night with Mary instead of attending the movie as planned; the girls met friends of whom the parents disapproved. When her parents discovered this deception, they refused to let Jane go to her friend's home. Would you classify Jane as a good home citizen? How may Jane regain her parents' confidence?
2. Alice is supposed to take her turn "doing dishes." Recently, she has always had the excuse that she must practice her piano lesson. How may this difficulty be adjusted? How does shirking of responsibility prevent her from being a good home citizen?
3. A girl in high school said, "When I do not get what I want, I throw myself on the bed and cry until I do." She later married against her parents' wishes and in a few years was divorced. How would you judge her home citizenship? Did it prepare her for her later duties as the manager of a home unit in the community? Eventually, she became self-supporting and was a much better ad-

- justed individual. Was her way of gaining experience easy or hard?
4. Virginia has been entrusted with the family marketing. She has kept an accurate account of the purchases and returned correct change. What estimate do you place on Virginia's sense of responsibility and honesty? Why?
  5. Helen was driving carelessly and bent the fender of the car by hitting the garage door. She did not wait to be questioned but explained the matter to her parents, taking her share of the blame. What estimate do you place on Helen's honesty and frankness? How should her parents receive such an explanation? What effect should this have on Helen's future care when driving into the garage?
  6. Adaline had a group of young friends at her home for Hallowe'en. She did not take away the decorations after the party but left them until they were disposed of finally by her mother and sisters. In what quality does Adaline seem to be lacking? Do you think this lack can be remedied? How?
  7. Janet has learned to mend and darn in the high school sewing classes, and now darns her own hosiery and keeps her own clothing in order. What qualities must Janet have to do this? Are these desirable in one of her own age? Why?

**Citizenship in your school.** Next to the home, the school is the greatest contributor to the experiences and training for good group membership. In fact, the work of the home and the school must go hand in hand for the best development of citizens of all ages. The school contributes to your development as a good citizen not only by teaching you about things but also by giving you opportunity to do things. The modern school teaches you parliamentary law and makes it possible for you to practice these rules in your clubs and your home-rooms. Do you know how to call a meeting to order, to put a question to vote, or to carry on an election of officers in the proper way? If you do, where did you learn it? Of what value is such knowledge?

In school organizations young people have the opportunity to think out and help formulate new rules, as their continually changing environment may demand. Why might rules about

membership, dues, and the like, demand change from time to time?

The justice and desirability of new rules should be freely discussed before their adoption. In this way you may learn that there is more than one side to a question, and have tolerance for the opinion of other people. Good sportsmanship in accepting the wishes of the majority, which is really democracy, finds daily opportunity for expression in your clubs, your home-rooms, and other organizations to which you may belong. Regulations and rules which are adopted should not be a hindrance and a burden but a means of promoting efficient operation. The individual who has the most freedom under a law is the one who has no desire to break it.

There are many good homes that contribute co-operative, appreciative members to the school community. Here we may also find the young person who has not yet learned to be a good group member. What is your opinion of the girl who does not keep her locker in order? Of the one who cheats in a test? Or of the girl who opposes all changes proposed in the club, regardless of their desirability? Or again, of the one who does not observe rules in the use of library books?

In one large city the recent yearly expenditure for repairs to school equipment damaged in use was \$34,509. How might good school citizenship reduce this amount?

The school affords broader training than the home, in that it makes one feel his wider relationship to others and forces him to assume larger responsibilities. New opportunities are given for loyalty in school athletics, school clubs, etc. In homework and in working for fair play in school and out, the need for honesty is further stimulated and it comes to express itself in social relationships. Property rights have a broader application as demonstrated in the case of your own property and in the respect you show for the property of your fellow classmates, and for public property.

School also affords an opportunity to learn and practice respect for authority, which is invaluable in any government,



whether large or small. Here, too, we see the importance of financial backing for any new undertaking. Very soon we become aware that no school dance, party, or entertainment can be given without some system of financing. We also see that ability has a money value. If the costumes for the play or the refreshments for the party are made by the girls and the scenery and carpenter work is constructed by the boys, the expense of the production is less.

School affords an opportunity to develop ability in leadership by making it possible for you to head committees for your clubs, your social occasions, and other activities in which you participate.

While in school, we should learn that the most admired type of person leads to the best of her ability if she is chosen to lead, or co-operates with the leader who is chosen, as the occasion may demand. Did you ever know a girl who would co-operate only when she was chosen for some position of importance? What is your opinion of the citizenship of such an individual? Good leaders are important, but no enterprise will succeed unless the majority of those people interested will give their wholehearted support to the measure, no matter what it may be.

It is important that during your school life each of you takes advantage of the opportunities to be active, interested members of your school community. This will give you greater happiness and satisfaction and will afford the necessary development for your larger citizenship in the town, city, or state, where the expression of all the homely virtues, backed by courage, is always needed.

Homes and schools have been blamed for lapses of honesty in the business and political world, particularly during the depression. Some of this criticism is undoubtedly justified, but study and observation lead us to think that we have allowed a different standard to exist in many commercial and political situations instead of the simple, easily understood principles of honesty and unselfishness taught in home and school. In-

terest strong enough to call forth greater courage seems sadly needed on the part of the majority of people in dealing with many present-day political and business issues. Such courage must be shown before serious difficulties can be adjusted. Do you think the foundation for courageous behavior can be begun in school? How?

A girl asks for free textbooks who might with a little sacrifice buy them herself. Is she building a foundation for honest citizenship? How might courage and reflection on the matter help her to meet her problems?

The girl who is a good school citizen is the co-operative person who does her work honestly to the best of her ability. All of this, incidentally, makes her the gainer in social and educational experience.

### QUESTIONS AND ACTIVITIES

1. Make a list of the definite ways in which you and your classmates may show good school citizenship by activity along these lines:

- |                      |                        |
|----------------------|------------------------|
| (1) Thoughtfulness.  | (11) Open-mindedness.  |
| (2) Neatness.        | (12) Patience.         |
| (3) Optimism.        | (13) Refinement.       |
| (4) Skillfulness.    | (14) Co-operativeness. |
| (5) Leadership.      | (15) Self-control.     |
| (6) Industry.        | (16) Loyalty.          |
| (7) Sense of humor.  | (17) Cleanliness.      |
| (8) Resourcefulness. | (18) Honesty.          |
| (9) Courtesy.        | (19) Ambition.         |
| (10) Economy.        | (20) Courage.          |

#### *Examples:*

- (1) Thoughtfulness—taking a sick classmate cheering notes or cards from friends, and also assignments for work missed.
- (2) Neatness—picking up paper found in hallways, and putting used paper towels in proper containers.

2. Margaret has been elected head housekeeper in her foods class. She has shown herself able to take the responsibility given her. In addition, she has done many helpful, thoughtful things for her teacher and the class. Would you hesitate to recommend Margaret

for a more responsible position along this line? Is she showing herself a good school citizen?

3. Jane has been made a student helper in the library of her school. She must spend extra hours doing this work. She is interested in her work and is doing it well, appreciating the opportunity to learn more about filing, books, etc. What qualities is Jane developing that are valuable at home, in school, or in the community?

## PROBLEM 2. WHAT IS INVOLVED IN BEING A GOOD CITIZEN IN THE COMMUNITY?

To be an acceptable member of the larger groups of the village, city, or state, we should have a knowledge of laws which concern our everyday living and be interested in their enforcement.

First: What laws that directly concern you are city laws, what laws are state, and what are national? You might try to classify these: laws governing the garbage disposal; qualifications of voters; school attendance; traffic laws; pure food laws.

Second: We should know what activities are governed by law. As we grow older, our experiences and our responsibilities increase and we find it necessary to know something about such laws as the following:

**Traffic laws.** How is traffic controlled; what protection is offered by co-operation with its rules? The great loss of life in traffic accidents, more than in industrial accidents, takes place in spite of laws. How have campaigns for closer observance helped to reduce this loss? The co-operation of every citizen, old and young, is of daily vital importance in reducing accidents and loss of life.

**Quarantine and public health laws.** Our own health and that of the community depends largely on the strict observance of health laws in the cases of communicable disease requiring vaccination or immunization. All such cases should be promptly reported, properly quarantined, and satisfactorily disinfected. What are these communicable diseases? How is typhoid controlled? Smallpox? Diphtheria?

The success of the efforts of doctors, scientists, and others to stamp out various diseases from time to time has been gratifying. These campaigns measure their success by the number of intelligent, interested people who respond to the efforts made.

Good citizens are always concerned about the newer health programs and their enforcement, realizing that we progress as groups and not as individuals. Such health programs involve education, sanitary laws, health tests, vaccination, immunization, quarantine, use of public clinics, and the like. As a result of such measures, New York State was able to report in 1934 not a single case of smallpox in the whole state and no cases of diphtheria in two cities of over 50,000 population.

A new program of great importance to everyone is that of maternal, infant, and child care. Centers for teaching and care in this field are wanted for every community. The health and happiness of both the present and future generations demand that every prospective mother should have the best medical care for the protection of herself and her child. The American Public Health Association recommended, in 1934, an early medical examination for the mother, including a Wassermann test for syphilis. We should all know something of the campaign gaining headway against this and other venereal or so-called social diseases, which cause the death of many infants and more suffering among young and old than any other ills. Medical science can cure them with proper co-operation. There is much encouragement in this prophecy just made by a national health leader: "Smallpox and diphtheria are practically gone, tuberculosis and typhoid are getting under control, and venereal diseases will be the next to go." The application of knowledge gained through education can go no further than is made possible by public opinion and support. Ignorance and mystery retard progress and we can only hope for the eradication of social ills as we are able to think clearly and to act wisely.

**Laws regulating the employment of women and children.** The National Consumers' League in New York City puts out some very interesting material telling of labor laws which affect women and children; these and other booklets may



Jane Addams

who proved her good citizenship by making a definite and unique contribution to social progress.

be obtained from the local offices of the Consumers' League located in large cities. The Women's Bureau, United States Department of Labor, will also supply bulletins regarding industrial occupations and wages of women. The Department also issues material on many other industrial topics.

It is important that women workers should understand the laws made for their protection. They should also know that



they may apply to the State Labor Department and to the Consumers' League or other organized protective groups in case these laws are violated. Co-operation on the part of workers and others is always needed to keep cases of violation under control. Recently the following case was reported to authorities. A girl thirteen years old was found to be dancing in a night club each night for a wage. On investigation she was found to be tubercular. Should the person reporting this case be called a "tattle-tale"? Explain your answer. In what ways was this case a violation of the law?

Thirteen states provide that a period of time, ranging from thirty minutes to one hour, shall be allowed for lunch to girls and women working. A report indicated that a laundry located in a city in one of these states was not doing so. Do you know what the law is in your state? Why is it important to have such laws?

All but four states now have laws regulating the hours of women and girls working. All but one of these provides that employment beyond these hours must be paid for at an increased rate. You will undoubtedly be interested in the labor laws of your own state which affect women and children. These may be obtained from the Secretary of State, whose office is in your state capitol.

In Ohio there are no hours regulating women employed in agriculture; in canneries during the canning season; in domestic service; nursing; offices; hotels; or beauty parlors. When might these facts interest you?

Certain states make it illegal for women and girls to work at night. This is not true in all states. Is it true in yours?

Sixteen states now have minimum wage laws for women. These, for the most part, provide for the setting of the wage scale by boards in the different industries. Why are such laws important? During periods of economic need women and girls may accept work at a rate lower than that arranged by the board governing the work in which they are employed. Perhaps they do not know the law. How may this be unfair to

other women and girl workers? How would it affect men's wages? Why should such violations be reported?

Most states make provision for seats for all women and girl workers, and in some states for all workers. These laws differ in different states. From what standpoint should all states have such laws?

About twenty-six states have lists of prohibited occupations for women and girl workers. The list of prohibited occupations is longer for girls under twenty-one. Why should this be true?

In five states women are not allowed to perform tasks that involve the lifting of heavy weights. In one state, boxes and baskets weighing over fifty pounds must be equipped with pulleys and casters to make it easier to move them. Another state says that no woman shall follow an occupation that requires the frequent and repeated lifting of over twenty-five pounds. All of these laws are made to protect women and girl workers from being exploited by industry and business.

These specific examples are given you to show that definite laws are made for definite situations. If a good citizen finds laws not wise and not meeting current industrial conditions, she should join with others in taking steps to have such laws repealed. Can you outline a plan for such procedure? To whom may an individual send her written protest? What organizations might she join? Is the opinion of groups of women of more weight now that they have the right to vote? Why? What might a local committee of women do in a church or women's club?

**Property ownership.** During a lifetime most people acquire personal property and real estate of various kinds. Define real estate and personal property, and make a list of items of each class. Such property may be acquired by purchase, gift, or inheritance. The ownership of property gives you exclusive right to possession and use so long as its use does not injure other people. In a certain residential district, a scientist carried on experiments in his own home. The fumes and odors of the

chemicals and materials used made conditions so disagreeable for the residents of the community that he was enjoined by law to correct the nuisance. Was this justified? Why? Can you think of other instances in which the law might restrict the use of property? What is meant by the zoning of a city? Is it legal thereby to forbid the presence of stores in a residence block? Of apartments in a one-family house area? Why?

On certain occasions the nation, state, or city may decide to appropriate private property for public use. What procedure is necessary before this can be done? Even the government cannot take your private property for its own use without paying you its value.

Define:

- |                    |                 |                              |
|--------------------|-----------------|------------------------------|
| 1. Warranty deed.  | 6. Title.       | 12. Owner.                   |
| 2. Quitclaim deed. | 7. Zoning.      | 13. Homesteading.            |
| 3. Estate.         | 8. Mortgage.    | 14. City plan.               |
| 4. Life estate.    | 9. Foreclosure. | 15. Right of eminent domain. |
| 5. Abstract.       | 10. Lease.      |                              |
|                    | 11. Will.       |                              |

What are taxes? What kinds do you know about? What happens if they are not paid? Paying taxes is an obligation which comes with citizenship. In return, the nation, state, county, or city provides you with public improvements, comforts, and protection which you would have difficulty in providing for yourself. Make a list of such advantages which you now enjoy. Why is it desirable to live in a prosperous community?

If you are confronted with a particular problem in regard to property, you will undoubtedly have legal advice; but some general knowledge is interesting and helpful, and prevents mistakes which may come from not knowing the privileges and restrictions of ownership. Laws of inheritance are definite and interesting, especially when your own experiences are affected by them.

In your state what is the law regarding the property of a

man who dies, leaving real estate and personal property, if there is a widow and no children? A widow and minor children? What would the husband and children inherit at the death of the wife? The husband, if there were no children?

If an unmarried business woman should die leaving some money and other property, would this go, by law, to her mother with whom she lived and whom she supported, or to a sister who is married and does not need it, or to both? How may such a situation be controlled and planned for as desired? A lawyer friend or a reference book on law will help you to answer these and other questions which may interest you.

**Some important points about voting.** Laws giving the qualifications of voters should be interesting to all. Where can you get data on this subject? When were women given the right to vote? How? This question might be debated with interest: What is your opinion about property ownership and education being made necessary qualifications for political suffrage?

1. What are the present voting requirements as to age, sex, citizenship, length of residence, and registration?
2. How many years are there before you can vote?
3. Is it a duty or a privilege to vote, or both? Why?
4. When are national elections held? State elections?
5. What positions are filled in each of these elections?
6. What local elections are held in your community? When are they held?
7. Describe briefly the mechanics of voting.
8. During what hours are the polls kept open?
9. Explain how a state music supervisor or other person absent from home may cast her vote without being at the polls in person.
10. Define:
  - (a) Primary.
  - (b) Precinct.
  - (c) Straight ticket.
  - (d) Split ticket.
  - (e) Official ballot.
  - (f) Australian ballot.
  - (g) Majority.
  - (h) Plurality.

**Family relationships governed by law.** Since the home is such a vital unit in society, we have laws which regulate marriage, the rights of children, adoption, and divorce. Are our present laws governing these relationships state or national? Does our Constitution now allow for the enactment of such national laws? What change would be necessary before such laws could be passed? Why might they be of advantage?

**Laws regulating "age and schooling" certificates.** State laws regarding child labor regulate the conditions of employment of young people. For example, one state allows no child under eighteen to be employed at regular work without first procuring an "age and schooling" certificate, which shall be issued only when the child is over sixteen and has completed the seventh grade. This law, of course, is for the protection of young people, guaranteeing that they shall have a certain amount of education and that they shall not be exploited by older people.

Elizabeth and her family have decided that she must leave school for financial reasons. She is under eighteen but is entitled to a "work permit" under the law of her state. She takes the proper steps and procures it before leaving school. Mary, later in the year, has about the same situation to face. She, however, does not bother to arrange for the permit, but begins work without the proper credentials. The problem has to be straightened out by an attendance officer. Which girl has shown herself the better citizen? Why is a knowledge of laws regulating "age and schooling" certificates, advisable for parents, employees, employers?

**Sanitary and housing laws.** These laws are among the regulations of every city and incorporated town. They are made, as we can readily see, for the protection of the community. The control of plumbing, lighting, ventilation, fire, and of the disposal of garbage are all for the benefit of those dwelling in the district governed. Similarly all sanitary laws, such as those guaranteeing the supply of pure water and pure



milk, are of great importance to health; since these laws benefit the group, they demand honesty and co-operation for their best functioning, and should be administered by trained workers. Are you sometimes disturbed by charges of incompetence among municipal employees? If you are, you should be interested in working for civil service laws which would eventually require high standards of training and character for all public employees just as we now have for teachers.

**Obedience to laws.** Membership in any group presupposes loyalty to the organization and willingness to obey its laws. This is just as truly the case in regard to rules and regulations made in your school as to the laws of your town or state. A disloyal, unco-operative group can spoil the spirit of the law, while a group giving cheerful support can discover new values in rules intelligently interpreted. It is said that we think more of people and causes for which we unselfishly work; so are we more loyal, valuable citizens if we give the organizations to which we belong our wholehearted support.

If laws are found to be inadequate or unfair, we may again show our loyalty by assisting in correcting them. There are, of course, many laws which come under this category. They clutter up present-day courts and sometimes make justice hard to secure.

Obedience to law implies willingness to co-operate. This quality sometimes makes the difference between a good and a bad citizen in the home, the club, the school, or the community. Interests involving groups of people must have the attention of the group, and their combined judgments when honestly and unselfishly applied usually afford a satisfactory solution of problems. To be a good co-operative member of any group, we must know its aims and possibilities. This knowledge, if assimilated and acted upon, will guarantee our interest and co-operation in the group.

Can you give an example of the helpfulness of the most co-operative people in any group of which you are a member—church, club, or city? In what class would you place any law



Ruth Bryan Owen

who has achieved success in political life. She has shown high standards of citizenship in both home and public life.

breaker, in the co-operative or non-co-operative group? Explain why.

**A sense of civic responsibility.** A good citizen has a sense of the responsibility entailed by being a member of his community. This will lead him to certain activities connected with his position. When new improvements are proposed which will benefit the group, he will weigh the cost of increased taxation against the gain to the group. If new waterworks are necessary to safeguard the health of the community, or a bridge needed to relieve traffic congestion in certain parts of the city, his interest, intelligence, and sense of responsibility will lead him to vote for the measure. If, on the other hand, political interests propose an improvement which is not particularly needed and which will place a large burden in the form of taxation on the people for some time to come, the good citizen will vote against it and use his energy to make other voters intelligent about it in order to defeat the measure. This means that he must read his daily paper with discrimination, discuss public questions with his friends, and continually seek to be as well informed as possible.

Personal and real property are individual possessions of such a kind that ownership of them seems to enhance their value to the owner. Strange to say, some selfish people have the feeling that things not owned by themselves do not require their personal care and protection. The good citizen knows that this is a mistake. His realization that rented property is temporarily entrusted to his care, and that he has an even greater responsibility than when it is personally owned, is demonstrated by the conscientious attitude of the good citizen toward the property of other people.

The idea that all public property is the property of the taxpayer, with whose money it is purchased or constructed, is rather a well-developed idea. To understand that the art museum, the school building, the library, the park, and the highways are our property stimulates our pride and gives us an attitude of respect for such possessions. The slogan, "This is your



park; help take care of it," serves an educational purpose and promotes cleaner, better-kept parks. It also develops citizens who have pride in their possessions.

Perhaps another way in which good citizenship can be demonstrated is in the ability to maintain an independent existence,



Courtesy The Cleveland Museum of Art

The Cleveland Museum of Art, seen from across the lake in the Fine Arts Garden. "Good citizens" have pride in such beautiful spots as this museum. The pleasure and educational value to a community cannot be measured.

or to learn how to adjust ourselves to our environment in order not to be dependent on others or on the community. This is the ideal toward which all should strive. By learning one or more occupations or services by which we can earn, by studying the value of money and learning how to be thrifty, by willingness to do the thing at hand most young people can get an economic foothold in normal times.

However, economic and social conditions sometimes make this rather difficult. One of the new problems confronting mankind every few generations is how to make satisfactory

economic and social adjustments. In the early history of our country the problems were to defend ourselves against the Indians, famine, and wild animals. This occupied the best energies of the people for several generations. Later came the problem of training for specializing in labor and service, and now it is that of adjusting ourselves to a scientific and machine age where greater production is possible with less and less human labor. How to make the proper economic adjustments, to use our leisure time properly, and to go forward as a people is our present big responsibility.

The type of training that makes this possible is, of course, the most valuable. Can education help to solve present-day problems? Along what lines shall we study? What skills shall we acquire?

In the life of any country, situations arise, such as fires and floods, which make immediate help from the government or from such organizations as the Red Cross necessary; human sympathy would make us ashamed not to render such aid. However, it is now generally acknowledged that a continued dole has a bad effect on the character of the people receiving it. Employment which is backed by the government, provides bona fide improvements in public works, better housing, controlled soil erosion, and forestry problems, and pays a nominal wage is a much better solution and brings more happiness and self-respect to the workers than any privately or publicly distributed charity can possibly give. Another approved method of employment security is the building up of social insurance reserves by employers and employees and the state to provide payments to workers temporarily out of work. Such a method establishes a group savings fund to draw upon in an emergency.

**An appreciation of citizenship.** A book on travel tells us that, no matter where we may go or what we may see, there is nothing more thrilling than the sight of the moon rising over our own rooftree when we return.

The fact that we belong to a certain spot has a kind of drawing power that is very strong. Our love of country is just an enlarged love of home manifesting itself in affection and pride





Improved highways are a stimulation to the pride of the citizens who provide and use them.

in the land in which we live. With this feeling come certain responsibilities which no good citizen will neglect. One of these is voting.

*Voting.* A community is a group of people living together, bound by certain interests and standards. Rules and laws must be worked out from time to time and problems decided as to who shall hold office, how financial problems shall be managed, and what improvements shall be made. The conscientious voter tries to keep himself informed on all such questions so that he may vote intelligently for the benefit not only of himself but of the group.

What is your opinion of one who would sell his vote? If grafters or party bosses are managing your city or state governments, do you as a voter have any responsibility toward the situation?

Read *The Autobiography of Lincoln Steffens*. What was accomplished by him in New York City at one time? What characteristics did Theodore Roosevelt show himself to have in this situation? Do you regard Roosevelt and Steffens as having been good citizens? Why?

**Maintaining schools and churches.** From its early history the United States has prided itself on its support of churches and schools. Can you see any relation between these institutions and the progress of our country? Explain. What adjustments must be made in the educational system from time to time? Whose responsibility is this? Are members and leaders of churches responsible also for developing progressive policies to meet changing conditions? What social program may a rural church develop? A city church in a crowded neighborhood?

**Business development.** A good citizen also helps to develop the business life of his community. Since we live in groups, each of us must render some special service. It may be that of manager of a large business concern or that of worker—a clerk, a stenographer, or piece worker; but, no matter what our station, skill and the best service of which we are

capable are the greatest contributions we can render to the group. As groups become larger and more congested, as in cities, we become dependent on a larger number of people.

Make a list of workers who do different things that contribute to your daily comfort in living. What vocational serv-



Good citizens provide parks where the natural beauty of the out-of-doors is preserved for permanent enjoyment.

ice are you planning to render to the community? What program will you follow to carry out your plan?

**Recreation.** In addition to schools and churches and the development of the business life and industries of a community, we now realize that suitable opportunity must be provided to keep people well and happy by way of wholesome recreation. Most cities and towns now provide parks, swimming pools, athletic fields, libraries, and playgrounds. These may at first



seem to some unjustified public expenditures, but reflection shows them to be better investments than industrial homes of correction and reform schools.

### QUESTIONS AND ACTIVITIES

How do you judge people as to their citizenship in the community? What is your opinion of each of the following?

1. An adult driver knocks down a pedestrian. It is dark, and he thinks there are no witnesses; so he makes his escape without investigating the injury of the victim. In what qualities is this citizen lacking?
2. A girl is excluded from school because of a communicable infection on her hands. She goes shopping and marketing, handling many things as well as money. In what knowledge is she lacking?
3. A well-to-do woman with few home responsibilities works long hours to explain a proposed change in city government to groups of women in clubs because she believes it will be a more satisfactory form of government. How would you judge her citizenship?
4. A group of women were able to elect better members to the Board of Education because they co-operated in supporting a non-partisan ticket. What quality did they use to their mutual advantage?
5. A group of grafters and party bosses have had control of city government for some years. This has been very definitely proved, but most people who discussed the situation went on the theory that this condition was too firmly established to change. A group of young people with courage, education, and enthusiasm decided to change the situation. They spent all their leisure time working in the fall campaign. To the surprise of the majority of the residents, the old rule was overturned and a more effective city government established. Does this seem impossible?
6. The Neu family lives in a furnished apartment where light, gas, and hot water are furnished. On the principle that it is all paid for, they practice no economy in the use of these utilities. What is your opinion of the attitude of this family?

### PROBLEM 3. WHAT ARE THE REWARDS OF GOOD CITIZENSHIP?

**Better individuals.** Our discussion, so far, should help us to see that there is a close relationship between the kind of com-

munity in which we live and its members. Perhaps one of the finest rewards of good citizenship is the better individual which it develops. One cannot unselfishly work to help build up his community by honesty, by assuming responsibility, by exerting an effort to earn his living, without having it reflect in his own character as an individual.

Pride in the result of our efforts, as seen in individual and group progress, gives one a feeling which idleness and the shirking of responsibility can never give. Mrs. White lives in a small, enterprising town. She is a widow with several children, and she does cleaning to earn her living. Because of the depression she has lowered her daily wage, and since she does very good work, she always has employment. She is respected by the community and has a very pleasant, happy manner. Her brother-in-law is continually criticizing the community, the government, and all other existing institutions because he cannot do his regular work at the old wage. He almost never has work. Which of these two people has better met the responsibility of caring for a family during the depression? How will these different methods of meeting the situation react on each of these individuals?

**Better homes and better communities.** If we have better individuals, better homes with better standards are sure to result. The homes of a country are the center of the best in the life of its people. If the individuals founding the homes have good ideals and skill in the practical abilities required, those homes have a good chance to succeed and become useful community units.

Young people growing up in such an environment have a background which is invaluable, making it possible for them to meet their obligations as worthy members of any group.

Any situation which threatens the wholesome home life of a country is a threat to the integrity of society in general. Therefore, we must continually be concerned about proper housing, good sanitation, good school laws, good health laws, provision





"The Average Woman"

who daily proves her good citizenship by: (1) protecting the health of her family; (2) directing the education of her children; (3) managing her time and money wisely; and (4) being interested in public questions.

for pure milk and water, the proper use of leisure, fair wages, and lastly, the ideals which control these homes.

With the passing of pioneer life, many activities have been taken from the home, and the organization of modern life takes the members of the family, even the children, away many hours each day. This has resulted in children being brought up not in the protection of the home but seemingly on life's highway. The home rendering the greatest service to its young people will provide responsibilities and duties which will make each individual more capable of caring for herself. It will give guidance in making decisions wisely when necessary. In this way young people may become stronger in character and better able to meet their daily problems at home and abroad.

Perhaps the highest reward of good citizenship is the ability to walk with dignity among your associates—with self-respect and with their respect.

Each individual has certain abilities; if these are developed and used to maintain personal independence and to further the interests of the group, a personal satisfaction follows which brings happiness to the individual and approval from the group. What finer compliment can be paid to any person than to say, "He (or she) is a good citizen"?

**Opportunities of girls for citizenship.** The woman of today has more opportunity to be an influential member of her community than at any period in the past. If we read history we find that through the ages women and girls occupied a much less important position than they do today. They did not have equal educational chances with their brothers unless they belonged to the ruling class. Even in our own country, equal opportunity for girls along various lines has been acquired gradually. Since the girl of today has not struggled to attain her present position, she does not always value it as highly as she might. A little study, however, usually helps her to appreciate her inheritance and her responsibility in being an equal member of the community with her brother.

As a final summing up, we might say that the development of the girl along all the lines presented in this book should help her best to fulfill her citizenship, whether it be in business life, social life, political life, or in that institution where women still wield the greatest influence—the home.

“To you . . . we throw  
The torch: be yours to hold it high!”

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